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TRANSLATING DEMOCRATIC PRINCIPLES INTO THE BEHAVIORS OF CHILDREN IN THE KINDERGARTEN-PRIMARY GRADES.

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THIS STUDY REPORTED ON THE DEVELOPMENT AND DEMONSTRATION OF NEW PROCEDURES FOR INSTRUCTION OF DEMOCRATIC PRINCIPLES AND PRACTICES TO AMERICAN YOUTH. A REVIEW OF RELATED LITERATURE WHICH WAS CONDUCTED BY AN INVESTIGATIVE TEAM. THE STUDIES (212) WERE ABSTRACTED AND COMPRISED THE ANNOTATED BIBLIOGRAPHY. A WORKING SET OF DEMOCRATIC PRINCIPLES WERE PRESENTED AND EVALUATED FOR TRANSLATION INTO THE BEHAVIORS OF CHILDREN. BEHAVIORS BY THE STAFF WERE SPECIFIED FOR IDEOLOGICAL PRINCIPLES THROUGH EXAMINATION OF LITERATURE, OBSERVATIONS OF YOUNG CHILDREN, AND CONSULTATION WITH TEACHERS. THE INTER-RATER AGREEMENT APPROACH WAS IMPLEMENTED BY COLLATING BEHAVIORAL ITEMS AND ASSOCIATED PRINCIPLES. THE RESULTS OF THIS 11-MONTH STUDY INDICATED IT WAS POSSIBLE TO SPECIFY DEMOCRATIC IDEOLOGICAL PRINCIPLES. FURTHER RESEARCH WAS SUGGESTED TO DETERMINE METHODS OF MODIFYING CHILD BEHAVIOR IN A DEMOCRATIC DIRECTION. (RS)

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TRANSLATING DEMOCRATIC PRINCIPLES INTO THE BEHAVIORS OF CHILDREN IN THE KINDERGARTEN-PRIMARY GRADES

Cooperative Research Project No. S-202

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for and on behalf of

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I. PROBLEM

The problem is to develop and demonstrate new procedures whereby the educational enterprise can contribute to the commitment of American youth to democratic principles and practices.

The drama of recent events provides ample testimony for the need to re-examine the critical question of whether the educational enterprise is contributing sufficiently to youth's commitment to democratic principles and practices.

This question has already been raised in the interpretation of the data pertaining to the susceptibility of American prisoners of war to the "brainwashing" tactics of the Communists during the Korean conflict. The recent resurgence of hate groups and the readiness of psychiatrically stable youth to accept and, in some instances, to carry out the "party line" (as reported in studies of the Swastika-smearing incidents) (15) emphasizes the necessity of re-examining the effectiveness of the school in contributing to the basic convictions and behaviors required of a citizen in a democratic society. The results of numerous studies of youth's attitudes toward their government and their perceptions of their role in relation to it have not been encouraging. Franklin and Remmer's conclude their comprehensive study of the attitudes of high school students toward the principles contained in the Bill of Rights by stating:

> The outlook for free communication of ideas is especially dark. Unless our homes, our schools and other educational media can effect changes in these attitudes it would seem that censorship will become even more prevalent and accepted as today's teen-agers gain adult influence in our society. (18)

Although recent events have given emphasis to the question of the school's role in contributing to the democratic commitment of youth, the issue has been a matter of continuing concern to school personnel through the years. In general, this concern has been primarily manifest in modifications of the high school and junior high school curriculum. Although patterns have varied, in general the efforts to educate youth with respect to democratic principles and practices have occurred within specific courses, e.g., American History, Problems of American Democracy, etc.

At the elementary school level, although there has been considerable discussion of how attitudes and values required of a responsible citizen in a democratic society can be developed, such discussion has lacked the behavioral referents, the specificity, and the precise syntax whereby the transition from the ideological to the operational could be understood and effected by the classroom teacher.

After considering the curricular and ceremonial approaches to democratic commitment being utilized in the public schools in relation to such national problems as racial conflict, partisan hatreds and their corollary of violence, juvenile delinquency, and the temptations to youth of undemocratic ideology, a different procedure to develop democratic behaviors in children is demanded. Such a procedure would be specifically directed to children in the kindergarten-primary grades. In contrast to most other programs it is proposed that the effort be concentrated on the behaviors engaged in by young children. This emphasis is considered essential since traditional school efforts at the cognitive level or at the attitudinal level have assumed isomorphic correspondence with behavior. This assumption does not appear justifiable on the basis of the data available. In contrast, data available in the field of social reinforcement suggest that procedures can be developed that will increase the likelihood of given behaviors and behavioral sequences. The problem then, is to identify clearly democratic principles and to translate these principles into the actual behaviors of young children. These behaviors and the necessary reinforcement procedures that would contribute to their becoming a part of the child's behavioral repertoire constitute the issues with which this proposal is concerned. It is necessary to demonstrate that (a) an operational translation of democratic ideological principles to the behaviors of kindergarten-primary children can be effected; (b) teachers can recognize the behaviors thus specified; (c) appropriate reinforcement techniques can be extended and adapted to meet the requirements of the classroom and playground situation; and (d) a statement of the principles, behaviors and reinforcement procedures can be prepared which the classroom teacher can understand and use.

By contributing to a behavior base in which principles of respect for the rights, person, and property of others are acquired in the early school years the effectiveness of later efforts directed to developing the intellectual understanding and the substantive knowledge of the history and philosophy of our democratic system will be enhanced since the necessary systematic effort to build democratic behaviors into the child's experience will have been made.

The present proposal initiates the attack on the problem indicated above, and involves the determination of whether or not democratic ideological principles can be translated into the specific behaviors of children in the kindergarten-primary grades. This determination, of course, is the critical one if the problem that is presented above is to be approached in a scientifically defensible manner.

II. OBJECTIVES

It was the objective of the present research to inaugurate activity which could ultimately provide a basis for the objective assessment of efforts to develop democratic behaviors in kindergarten-primary children. To fulfill this general objective the specific aim of the activities undertaken in connection with this project involved a careful compilation of relevant research literature from the fields of psychology, education, sociology, and political science. It was further intended to assess the various studies with respect to their applicability to the general objective of this program. The studies considered most significant to the general objective of developing democratic behaviors in elementary school children were to be summarized and compiled in a form useful to other researchers. (See Appendix II)

A further objective of this research was to identify and specify fundamental tenets of democratic ideology. Having done this, it was the aim of this research to develop a list of behaviors typically engaged in by young children which would exemplify the abstract statements of democratic ideology.

The long range objective of this research effort which is but a starting point in a series of investigations is to direct attention to the kindergarten-primary grades as the logical starting point for the development of democratic behaviors.

III. RELATED RESEARCH

In the original proposal it was noted that there were four lines of relevant research that pertained to this project. At the time this research was inaugurated the relevant literature which supported this undertaking was indicated as follows:

I. The commitment of American youth to democratic principles and procedures is appreciably less than generally assumed. (10,18)

II. There is a rising tide of disrespect for the law and a willingness to justify suppression, violence and murder as measures for the resolution of personal frustration and as a means of resolving issues of political difference. (31) This statement emerges from a three-year study on the psychology of extremism conducted by the author of this proposal. In this study, a detailed statement of which has not yet been prepared for publication, the groups studied were composed of adults, and special attention was given to their programatic efforts directed toward the field of education. A tentative impression from these studies is that the special appeal of extremist groups are to those who in their early years failed to acquire those specific behaviors which constitute respect for the dignity, integrity and rights of other persons.

III. There is need to review critically the frequent assumption that the academic presentation per se of the history and philosophy of our democracy induce behavioral changes in students. It has been noted by experts in the field of intergroup education that "Research in intergroup education gives no conclusive answer as to the impact of knowledge on conduct...(and) evidence as to carry over into life is very sparse." (14)

The author of this proposal has noted elsewhere (32) the conceptual and methodological problems created by reliance on referentless constructs. One intent of this demonstration project is to "anchor" the research and philosophic discussion of democratic ideology as it occurs in public education in a base having specific behavioral referents.

The fourth line of research anticipates positive findings resulting from the present study, namely, that it will be possible to derive reliable behavioral examples of democratic and undemocratic behavior appropriate to kindergarten-primary children. In this event, research directed toward developing democratic behaviors utilizing social reinforcement and operant conditioning procedures might yield exceedingly useful data. A summary of the evidence suggesting the desirability of this research approach is included under IV below, not as justification for this proposal which extends only to the point of developing behavioral statements from democratic principles but in the hope that the reader will perceive that part of the significance of the present proposal is that if it is successful, then research to develop democratic behaviors in young children via reinforcement techniques could be undertaken.

IV. Application of operant conditioning techniques primarily through verbal means can induce learned behaviors. The vast literature of this field has recently been summarized by Krasner (26) and by Salzinger (39); it does not require documentation here. Of special interest to the present demonstration proposal are the findings such as those of Bijou and his associates who in a series of studies demonstrated the differential reinforcing effects of operant behavior in children. (8,9) In another line of experimental studies Bandura has noted the effect of the experimentor model upon learning in children within a social reinforcement situation. (3,4)

The impetus to apply operant conditioning procedures in the development of democratic behaviors derives in part from the lack of significant findings with respect to the traditional teaching methods. For example, Metcalf (34) in a very recent review of the research on the teaching of social studies states that "the earliest beliefs of children are not and cannot be acquired reflectively... Early beliefs are taken on uncritically and are often the consequence of conditioning." With this acknowledgement the reviewer then proceeds to devote his full attention to research on teaching the social studies that emphasize the learning of concepts through the reflective method. The point here, in the context of the present proposal, is that the role of conditioning in child behavior that does occur in the early years should not be dismissed. Further, this proposal is specifically directed toward defining an operational value system--one derived from democratic ideology. Children possessing a value system which emphasizes the role of freedom of inquiry, the nature of evidence, and the dignity of the individual will, it is hypothesized, be best able to acquire the conceptual understandings toward which social studies programs are directed. Although the testing of this hypothesis falls outside the scope of the present proposal it should be noted that the present demonstration project is a prelude to its scientific evaluation.

Research studies that have linked specific behaviors to democratic ideological principles and then have employed operant techniques in their reinforcement have not been located. It is probably safe to assume that few such studies, if any, have been undertaken. The reasons for this lack derive in part from the fact that democracy as such is usually given less attention in the elementary school than in the later school years. There is the further preoccupation at all levels with learning that is cognitive in the sense of academic, in contrast to an interest in behavioral changes occurring as a result of the student's educational experience. (30) Finally, there is widespread suspicion and perhaps even prejudice against systematically utilizing conditioning procedures to effect behavioral changes in school children. Such a prejudice needs to be evaluated carefully if it is operative in the prevention of necessary educational investigation.

In addition to the four convergent lines of research indicated above that provided a background for this project, the 212 studies which comprise the annotated bibliography (see Appendix II) are also relevant to this investigation. The research not only ranges across the disciplines of sociology, psychology, and education, but also focuses within specific disciplines so that studies of classroom techniques, behavioral change, values, attitudes and democratic behaviors are cited.

Although the present research is considered a prelude to the demonstration of situational and environmental alteration effects on the behaviors of children, the background for this present line of investigation also touches on many aspects of learning theory. In this connection, the relationship between the modification of values and learning theory is summarized in the review by Hill. (25) The immediate frame of reference for such research is that represented by recent developments in the area of behavior modification. Singer's work in linking conditioning procedures to "pro-democratic attitudes" is an example of some of the earlier research efforts along these lines. (41) The format of Singer's experiments essentially involved the experimentor's reinforcing pro-democratic responses on the E-scale. Although his study is not directly comparable to the present investigation in the sense that his subjects were college students rather than young children and that the behavioral responses involved modifications in response to paper and pencil type items, his research could be considered a prototype of more contemporary work involving the learning of complex behaviors such as that represented by the list of behaviors given in Appendix I. The work of Staats is particularly relevant to the learning of more complex behaviors, and is summarized in the text Complex Human Behavior. (43) He combines classical, operant, and modeling approaches to account for the development and modification of verbal behavior, the primary focus of his research. As an example, in language development far more than the usual stimuli-response reinforcement models are now being employed; Staats explains the modification of verbal behavior through the combination of classical, operant, and modeling approaches. He provides a summary set of nine statements as follows:

> 1. Various environmental stimuli come to control certain specific speech responses. 2. Internal drive stimuli come to control certain speech responses. 3. The stimuli produced by one's own responses come to control speech responses. 4. Printed and written verbal stimuli come to control the appropriate speech responses. 5. Verbal stimuli (or speech responses) come to elicit implicit responses through classical conditioning. These implicit responses may be called meaning responses. 6. These meaning responses produce stimulus characteristics that come to elicit speech responses having a similar component of meaning. 7. Word stimuli (or speech responses, through the stimuli they produce) come to elicit other word responses. Sequences of speech responses may be formed in this manner. 8. Verbal stimuli (written, auditory, and those produced by one's own speech responses), as well as the stimuli produced by meaning responses, come to control certain motor behaviors. 9. The child acquires vocal responses that produce sound stimuli that "echo" or "match" those produced by an authority source as well as other types of verbal "matching" responses. The matching stimuli that result become conditioned reinforcers. (43)

As Krasner and Ullmann note in their discussion of Staats and Staats, "...the major variables need to be investigated in relatively simple situations involving simple manipulation. Once this has been done, it is possible to move on to greater complexity." (27)

In his chapter, "A Case In and a Strategy For the Extension of Learning Principles to Problems of Human Behavior," contained in Krasner and Ullmann, Staats discusses the application of conditioning procedures appropriate to the modification of behaviors frequently referred to as "behavior disorders", and makes several points that are equally salient to the constructive, positive, or non-pathological aspects of behavior modification. He notes:

> Thus, at this time we need to multiply the number of investigators who approach a specific type of behavior via the experimental analysis of that behavior in long-term projects. We have the basic principles of learning and a number of experimental procedures for applying the principles to the problems of individuals. But the fact remains that we need many more experimental analyses of behavior problems that are carried as far as they can go in the solution of complex human behavior problems. With reference to these needs, we will describe more fully the general requirements for long-term studies of a specific type of behavior.
>
> To begin the extension of basic learning principles to a complex human behavior, it is necessary to make a learning analysis of the behavior involved. This analysis can be of several types. One way (such as Bijou describes) is to begin with systematic observations of the behavior. This might be elaborated to include observations of the reinforcers which are acting upon the behavior, as well as deprivation and satiation operations which affect the reinforcers, and the way the reinforcers become reinforcing, if conditioned reinforcers are involved. The discriminative stimuli which have come to control the behavior may be important. This may include various types of stimuli-environmental, response-produced, interoceptive, and so on. The behavior in which one is interested may actually be a complex chain itself, not a singular, momentary response. The observations should include reference to competing behaviors. (42)

In the present investigation, the first in a series of studies, the behaviors dealt with are generally far more complex than those heretofore investigated. They are precipitated by a complex of stimuli within the context of a social environment. Therefore the nature of the reinforcers and models available within the environment are of critical significance to the present series of studies directed toward the development of democratic behaviors. One of the best summaries of the effects of situational factors on the social influence process is to be found in Social Learning and Personality Development by Bandura and Walters. The authors note the following:

> The social-learning history of an individual may modify his susceptibility to social influence that is exerted through reinforcement or modeling procedures. Children who have developed strong dependency habits are more influenced by social reinforcers than are children in whom dependency responses have been only weakly established (Baer, 1962; Cairns, 1961, 1962; Cairns and Lewis, 1962,), and imitative behavior is more readily elicited in high-dependent than in low-dependent children (Jakubczak and Walters, 1959; Dorothea Ross, 1962). Thus, social behavior can be both more easily elicited and more strongly reinforced in children in whom strong dependency habits have been built up. Children who have had a history of failure, including negative reinforcement of independence behavior, are more likely to match the behavior of others and to be influenced by the social reinforcers they dispense (Gelfand, 1962; Lesser and Abelson, 1959). Experiences associated with institutionalization appear also to increase the responsiveness of children to social reinforcers (Stevenson and Cruse, 1961; Stevenson and Fahel, 1961; Zigler, Hodgden, and Stevenson, 1958).
>
> Although there are individual differences in susceptibility to social influence, it is usually possible to predict what reinforcers will be effective for most members of a particular group, since group members share many common social experiences. Some sex differences in responsiveness to social reinforcers, dispensed by same-sex and different-sex experimenters, have already been identified (Epstein and Liverant, 1963; Gewirtz, 1954; Gewirtz and Baer, 1958a, 1958b; Hartup, 1961). Differences between sex of model and sex of child also influence the extent to which imitative behavior will be elicited (Bandura, Ross, and Ross, 1961, 1963a; Rosenblith, 1959, 1961), thus channeling social responses in the direction of sex-appropriate behavior. Moreover, reinforcement procedures are more effective when the agent of reward is a high-prestige person than when the reinforcers are dispensed by a person of low prestige (Prince, 1962), while models of high prestige are also more likely to serve as major sources of imitative behavior (Asch, 1948; Lefkowitz, Blake, and Mouton, 1955; Lippitt, Polansky, and Rosen, 1952). A reinforcer is, in addition, more effective if it represents a class of events that is highly valued (or greatly disvalued) in the recipients' reference group (Zigler and Kanzer, 1962).
>
> The effectiveness of a reinforcer in changing the behavior of a given individual may vary from time to time. It may be

> enhanced if the individual has been deprived, for some time before its introduction, of reinforcers of this class; it may be reduced if reinforcers of the same class have been freely dispensed for some time preceding its presentation (Gewirtz and Baer, 1958a, 1958b). Deprivation may also result in increased imitative behavior (Rosenblith, 1961). Deprivation and satiation effects are readily observed in the case of reinforcers that are related to biological processes in the organism. In the case of social reinforcers, apparent deprivation and satiation effects are probably due to the occurrence of conditioned emotional responses, learned because of past association of physiological discomfort and pain with the absence of nurturant figures (Gerard and Rabbie, 1961; Schachter, 1959; Staples and Walters, 1961) or with prolonged social interaction resulting from fatigue. Evidence is accumulating that the effectiveness of social-influence procedures is greater if the observers or recipients of social reinforcers are emotionally aroused (Walters, 1962; Walters, Marshall, and Shooter, 1960; Walters and Ray, 1960), possibly because a moderate degree of arousal results in a restriction of attention to salient environmental events. One may suspect, however, that an extreme degree of emotional arousal may result in attention to too many irrelevant cues or in failure to attend to a sufficient number of relevant ones, and so disrupt the learning process (Bindra, 1959; Easterbrook, 1958). (7)

IV. PROCEDURES

The principal investigator, four graduate students, and a research associate searched the relevant research literature and identified those reports having a special bearing on the long range objectives of the research program directed toward the development of democratic behaviors in young children. The 212 studies deemed pertinent were abstracted and comprise the annotated bibliography appended to this report (see Appendix II).

The research associate and principal investigator with the assistance of the project consultant reviewed literature in democratic theory and presented a working set of democratic principles to the graduate research team. These principles were then evaluated with respect to their translation into the behaviors of young children. From the initial evaluation of their operational potential, which was determined individually by the graduate participants, the final list of principles was developed; each member of the research staff then individually specified behaviors reflective of the ideological principles through an examination of the literature, observations of young children, and consultation with teachers. The inter-rater agreement approach was implemented by collating those behavioral items and associated principles which reflected the consensus of the research team. Those behavioral items which were idiosyncratic were eliminated from the final compilation. Time precluded the statistical determination of teacher inter-rater consistency on the various behavioral items. This, however, can be accomplished with the list of ideological principles and associated behaviors now available in Appendix I.

V. ANALYSES OF THE DATA AND FINDINGS

The results of this eleven-month study indicate that it is possible to specify democratic ideological principles. However, the results do not constitute a definitive test of whether the behavioral statements developed thus far are in fact clearly and unequivocally reflective of the principles. The staff agreement, however, has been of sufficiently high order with respect to the assignments of behavioral items to ideological principles that the subsequent research step of determining teacher inter-rater judgments of the items is warranted.

VI. CONCLUSIONS AND IMPLICATIONS

It is concluded that:

(a) democratic ideological principles can be specified.
(b) ideological principles can be identified that appear to be translatable into the behaviors of kindergarten and primary grade children.
(c) graduate students can agree with one another in the assignment of the behaviors of kindergarten-primary children to democratic principles. (see Appendix I)
(d) subsequent work directed toward the refinement of the list of democratic behaviors of kindergarten-primary children is warranted.
(e) a first step to be taken is to determine whether teachers can reliably associate the behaviors with the ideological principles, using the list now available.

The implications of the work completed to date are:

(a) relevant environmental and situational factors which operate within the classroom must be identified.
(b) the behaviors contained in Appendix I can be studied as dependent variables with the various constellations of situational and environmental factors, including teacher

behaviors, serving as independent variables.

(c) though the complexity of the task is great, the possible gains warrant subsequent research efforts in determining the most effective methods of modifying child behavior in a democratic direction.

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APPENDIX I

DEMOCRATIC PRINCIPLES AND ASSOCIATED BEHAVIOR

PRINCIPLE: THE INTRINSIC WORTH OF THE INDIVIDUAL

I. UNALIENABLE RIGHTS SHARED BY ALL

Each individual is worthy because he exists. American democracy affirms individual worth by according each person at birth "certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness." (Decl. of Indep.) Thus each person is equal to every other person by virtue of these rights shared by all.

A. The Right to Life (and Limb)

1. The democratic child respects the person of another human being.

   (a) He does not assault another (e.g., hitting, scratching, biting, kicking, tripping, etc.)
   (b) He does not condone or tolerate the physical abuse of a child by other children.

2. He respects his own person.

   (a) He does not maltreat himself physically (e.g., striking himself, banging his head against a desk or wall, pinching himself, causing himself to bleed, "tatooing" himself, etc.)
   (b) He resists aggression by others, but strives to do so without harming the aggressor.

B. Civil Liberties
(The First Amendment in the Bill of Rights is especially important in the elementary school: it guarantees freedom of thought, expression, and assembly).

1. The democratic child respects the right of others to hold beliefs contrary to his or repugnant to him.

   (a) He does not become incensed when he cannot sway another to his way of thinking.
   (b) He does not taunt those of different religious faiths.

2. He values and defends his right to think whatever he chooses.

3. The democratic child defends the right of all to express their views. (See EQUALITY)

4. He defends the right of all to assemble to protest injustices or incompetency.

5. He insists on due process. (See LAW AND ORDERLY PROCESS)

C. The Pursuit of Happiness

1. Each person has his own dignity and is entitled to respect and freedom

from humiliation and prejudice.

(a) The democratic child does not draw attention to, belittle, and criticize other children's physical possessions, appearance, or peculiarities.

  (1) He refrains from name-calling:
    racial or cultural nicknames such as, "wetback," "nigger," etc.
    derogatory names such as, "Tubby," "M.R.", etc.
  (2) He does not make fun of the given names of others.
  (3) He refrains from imitating or mimicking the physically handicapped.
  (4) He does not ridicule the dialect or speech patterns, clothing, or toys of those from different socio-economic background.
  (5) He does not ridicule or humiliate those who are not as able, physically or mentally, as he; and does not make "inferior-superior" or "good-bad" comparisons among his classmates.
  (6) He is hesitant to make general criticisms of other people.

(b) The democratic child is courteous when addressing other children or the teacher.

  (1) He uses tact when he offers constructive criticism.

2. Each person is entitled to enjoy his privacy and good name.

  (a) The democratic child appreciates that one may keep one's thoughts to oneself.
  (b) He does not go through another child's schoolwork to see his grades or to read the teacher's comments.
  (c) He does not insist upon another child's reading aloud an original poem or story if the child declines to do so.
  (d) He respects another child's desire to be by himself occasionally.
  (e) He doesn't ask personal questions about another's family or home life.
  (f) He doesn't betray another's confidence or trust by telling a secret the child wanted to be kept private.
  (g) He respects another's privacy and good name by keeping to himself any untoward incidents he has witnessed (e.g., a drunken parent, slovenly housekeeping, etc.) unless those who have the authority request it for the good of the child in question.

3. Each person is entitled to enjoy his private property.

  (a) The democratic child will not destroy or damage another's property, e.g., pencils, paper, books, clothing, dolls, drawings, etc.
  (b) He does not insist on playing with equipment belonging to someone else if that child refuses the privilege.
  (c) He does not rifle through lunches or steal belongings with the intention of "paying back someday."

4. Each person is entitled to equal opportunities for education, the maximal development of his talents, and feelings of self-worth. (See Part II of Principle I; see also EQUALITY)

   (a) The democratic child does not deny others the opportunity to work, learn, grow, and improve by interfering with their activities in an obstructionist way. He does not disrupt classwork constantly.

II. INDIVIDUALITY

In addition to "certain unalienable rights" shared by all individuals, each person possesses something unique to himself--a constellation of talents, abilities, potentialities, and idiosyncratic traits. The development of individuality enhances the person's feelings of self-worth.

A. Each person is able to contribute in his own way.

   (1) The democratic child accepts the fact of difference in abilities and development of his classmates.

      (a) He refrains from making "inferior-superior" or "good-bad" comparisons among his classmates.
      (b) He evaluates ideas, suggestions, and contributions to the class on the basis of merit, and does not deride an earnest suggestion, no matter how irrelevant or stupid it seems to him.
      (c) In his verbal or expressive behavior, he distinguishes between an undesirable action performed by a child and that child's being regarded an an undesirable person.

B. The democratic child cultivates his own uniqueness as well as those features which he shares with others.

   (a) He displays, shows interest in, or pursues that which truly appeals to him or suits his "personality."
   (b) He displays independence in his thinking and actions, and values personal freedom and autonomy.

      (1) He is willing to make choices without undue consultation with the teacher.
      (2) He is willing to experiment and try new approaches on his own even if the teacher and class veto his ideas. ("On his own" may mean "on his own time")
      (3) He begins to set worthwhile and realistic goals for himself and works to achieve them.
      (4) He makes use of his talents, e.g., he performs a task well even if he thinks that it will arouse the ill will of his peers.

C. He has a sense of self-worth with regard to his opinions and work.

   (a) He does not denigrate his abilities or appearance.

(b) He does not apologize for speaking or preface his remarks with "It's only my opinion," or "I'm probably wrong".
(c) He speaks up when he has something to say, and is not afraid of being found mistaken in private or public.
(d) He is able to state his opinion when the majority favors another course of action.
(e) He is able to recognize his own artwork, project, etc., as worthwhile without extensive comparison or slavish copying of others' work.
(f) He values himself, and believes in himself, even when he sees clearly that he is not especially talented in any particular area.
(g) He takes pride in what he has done and created even though it may not be as polished as the work of other children.

III. PERSONAL MORALITY

Democracy's faith in the individual will be fulfilled only when individuality is tempered by personal integrity, self-control, and responsibility to self and others. These qualities of personal ethics and morality are reciprocal with a sense of self-worth.

A. Honesty

1. He is honest in his relations with other children and in speaking to them and about them.

    (a) He plays games by the rules without cheating or seeking his own advantage.
    (b) He does not take toys or equipment from other children without their permission.
    (c) He does not make up false stories about the actions or backgrounds of other children.
    (d) He fulfills promises.
    (e) He does his own work in the classroom without getting answers from other children.
    (f) He does not allow his friends to crowd into line with him but makes them take their turn at the end of the line.

2. He is honest in his relations with the teacher and other adults.

    (a) He admits misbehavior, e.g., when he has hit another child or called him a name.
    (b) He does not forge parents' or guardians' signatures on notes or report cards.

3. He is honest about his own feelings toward other people and events.

    (a) He shows an honesty of expression and feeling where it is appropriate; such as, sorrow at death, joy in accomplishment, frustration over failure, anger at injustice.
    (b) He is able to express his feelings honestly regarding other children.

B. Self-Control

1. He is able to control his impulses.

    (a) He does not engage in emotional outbursts in order to get his way.
    (b) He maintains self-control by not returning one insult for another or one blow for another.

2. He is able to discipline his actions.

    (a) He perseveres at difficult tasks.
    (b) He is not easily discouraged by early failures.

C. Responsibility to Self and Others

1. He assumes responsibility for the discipline and conduct of his own life.

    (a) He refuses to act against what he believes to be right, even though urged to do so by friends, e.g., skipping school, or calling other children names.
    (b) He abides by the rules without having to be constantly reminded.
    (c) He keeps himself quiet, when appropriate, rather than attempting to keep all others quiet first.

2. He assumes responsibility for the consequences of his behavior.

    (a) He is able to admit his mistakes and to correct his errors if possible.
    (b) He accepts the blame when he is at fault.

3. He has the capacity to make and to carry out commitments.

    (a) When he accepts a responsibility, he follows through on it in spite of the work required and his changed level of interest, i.e., safety patrol on rainy days, continuous and regular participation in a special activity such as a choir or play.

        (1) He does not try to pass his tasks on to others or to "forget" about them.

    (b) He volunteers his services when they are needed.

4. He has a sense of craftsmanship in carrying out his responsibilities and doing a job.

    (a) He does his homework and classwork as well as he can within the limits of his ability.

PRINCIPLE: BELIEF IN THE EQUALITY OF ALL MEN AND THEIR RIGHT TO EXERCISE THEIR EQUALITY

I. *SELF-GOVERNMENT BY EQUALS*

A. People have the *right to have a voice in plans and policies which directly affect them*.

1. The democratic child sees that issues which affect the behavior or participation of the entire class are voted upon, such as election of officers, monitors, and adoption of rules and standards.

B. Each person has a *right to speak his opinion and be heard*.

1. He recognizes and allows for the exercise of the right of each person to speak his ideas on the issue at hand, regardless of how different they may be from what most people think.
2. He stands up for the right of each person to be heard when experssing an opinion and he holds his approval or disapproval until after he has completed his statement.
3. He participates in and encourages expression of opposing views or alternatives in order to hear all sides before a matter is decided.
4. He participates in, but does not try to dominate, the discussion.

C. Each person has an *equal right to vote*.

1. He does not waste his vote, and thinks seriously about his choice.
2. He knows the issues.

    (a) He doesn't let loyalty to friends interfere with his concern for the general welfare; thus he votes on issues rather than for personalities.

3. He doesn't bully or bribe others to vote for his friends or for him.
4. He is dissatisfied when close decisions are made on the basis of verbal "ayes" and "nays" and asks for at least a show of hands.

D. Self-government by equals entails *majority rule*.

1. He participates in activities selected by the majority even though he has expressed a desire for an alternative activity.
2. He realizes that as a member of the minority opinion group he has the right to continue his opposition to the majority opinion while abiding by the majority ruling.
3. He protects minority opinion by insisting on its inclusion whenever the majority ruling is read after a vote, so that the class isn't led to believe that there must be a consensus on every issue.

E. Each person can be trusted to *exercise his equality in a fair manner*.

1. He trusts elected officers to be fair in their representatives of the class on school councils or other representative groups.

2. As an officer, he learns to delegate authority fairly, and doesn't hand out "political plums" to his friends.
3. As an officer, he is concerned that all class members have a voice in formulating policy and seeks out opinions from those who do not volunteer any during meetings.
4. He willingly gives up his position to someone else when the class changes officers, monitors, cafeteria workers, safety patrol members, team captains, etc.

II. EQUAL OPPORTUNITY

A. Each person has an equal right to participate in various roles open to all.

1. He stands up for his right to be "team" captain occasionally.
2. He notices when a child is "It" in a tag game more often than are the others.
3. He makes sure that everyone participates in the P.E. games and in games at recess.

    (a) He ensures that everyone has his turn.

4. He expresses the belief that, regarding selection of "special assistant" positions, student assignments for the job should be rotated, and everyone should have the opportunity to hold the positions.
5. He prefers student officers or teacher assistant to be selected on the basis of criteria which everyone in the class is capable of meeting.

B. Each person has an equal right to use limited materials in class and play equipment.

1. He shares books, dictionaries, and other source materials when it is necessary to make reports.
2. He seeks to share balls, jump ropes, swings, etc., with all students during physical education and recess.
3. He sees that each person has the opportunity for a turn to use play equipment.

III. SOCIAL EQUALITY

A. He associates with many different people

1. He disperses favors, Valentine cards, etc. to everyone in class, not just to a select few.
2. He spends some time associating with all of the children.
3. He does not form or participate in a clique.
4. He is not fussy about which child in the group becomes his partner in a game or activity.
5. He plays with all children in the group regardless of physical characteristics (e.g., color, size, shape).

B. He does not demand special treatment from peers or teachers.

C. He does not uncritically submit to those in power positions.

D. He does not dominate those who are weak.

PRINCIPLE: BELIEF IN THE ABILITY OF MAN TO IMPROVE HIS WORLD AND SOLVE PROBLEMS THROUGH THE USE OF REASON

I. EACH PERSON CAN DEVELOP AN ATTITUDE OF INQUIRY AND EMPLOY RATIONAL PROCEDURES OF INVESTIGATION.

A. He displays curiosity about himself and his environment.

1. He asks questions involving "Why?"
2. He is not afraid to attempt new tasks and he seeks to learn about the unfamiliar.

B. He displays attempts at logical reasoning and disciplined thought.

1. He seeks explanations for phenomena.
2. He reads about, listens to, and tries to understand the material being taught to him.
3. He questions that which he does not grasp, and seeks further clarification and understanding.
4. In undefined or confused situations, he attempts by himself to sort out some order, structure, or meaning; he does not rely upon external sources to clarify it completely for him.
5. When he finds himself in a situation where values conflict, he can recognize that it is a value conflict, verbalize and analyze the values, and make a rational decision if possible.

C. He displays both critical and imaginative intelligence.

1. He constructively criticizes methods, plans, products, and objects.
2. He expresses occasionally some "far out" yet creative ideas.
3. He searches for better, more efficient procedures.
4. He subjects his own convictions to critical analysis.
5. He realizes that many ideas he has taken for granted can be viewed from other perspectives.

D. He displays a scientific attitude, and uses the experimental method in problem solving whenever possible.

1. He challenges unsupported statements.
2. He explores questions on his own whenever he has doubts about the answer given by the teacher or his text.
3. When he formulates or hears an idea about something, he tries to test it out or to examine relevant evidence before he accepts the idea as true or valid.
4. He carefully records the data he collects when observing phenomena.
    (a) He resists the temptation to bias the measurements toward his own hypothesis.
5. He doesn't make sweeping generalizations on the basis of scanty data or evidence.
6. He tries out new patterns of behavior as a possible solution to conflicts he may have with the class, class members, or teacher.

E. He displays intellectual integrity.

1. He tries to be honest in his evaluation and assessment of himself, his principles, and his values.
2. When testing out an hypothesis, he resists the temptation to bias his measurements or sample.
3. He is able to admit it when an argument he has started to make turns out to be fallacious, for he would rather admit being wrong than bluff his way so as to appear to be right.
4. He does not accept the praise for someone else's work.

II. A RATIONAL APPROACH TO PROBLEM SOLVING DEMANDS AN OPEN FORUM

A. He believes that nothing is so controversial that it cannot be included in rational discourse.

1. He wants to know the pro's and con's of an issue.

   (a) "Why shouldn't we sing Old Black Joe in our play?"
   (b) "What's wrong with using 'bad' words?" etc.

B. He sees that all possible viewpoints are included in a discussion on any given issue.

C. He encourages full deliberation, and opposes impulsive consensus.

1. When time is "running out", and the discussants are eager to get the decision over with but haven't covered all the aspects of the issue, he urges them to continue the discussion at another time.

PRINCIPLE: DEMOCRACY RESTS UPON LAW AND ORDERLY PROCESS.

I. LAWS ARE MADE FOR A PURPOSE IN THE CONDUCT OF HUMAN AFFAIRS

A. He is aware of the laws which govern behavior in situations, and knows what behaviors they require.

B. The democratic child demands a rational basis for the existence and enforcement of rules in order to retain only those which are necessary to the smooth functioning of the group. He asks questions regarding the "why?" of rules.

II. THE FREEDOM OF THE INDIVIDUAL MUST BE RECONCILED WITH THE GENERAL WELFARE

A. He abides by the regulations set up for the general welfare of the class and school.

1. Rules for safety:

(a) He observes playground rules, e.g., doesn't throw tanbark, doesn't race wildly in and out of groups of playing children, doesn't throw the remains of his lunch on the playground. He deosn't run in the halls or around corners.
(b) He realizes that the formation of lines is necessary so that each person can get his turn without crowding or hurting others, e.g., getting drinks at the fountain, entering or leaving the room for recess, getting lunch in the cafeteria, etc.
(c) He observes rules about preceeding directly home after school.

2. Rules to ensure equal opportunity:

(a) He doesn't admit his friends into line ahead of others because this infringes on their rights.
(b) He recognizes the necessity of raising hands in class to speak so that each person has a chance to speak, not just those who shout the loudest.

III. NO INDIVIDUAL OR GROUP IS ABOVE THE LAW

A. He does not ask for or expect immunity from the consequences of his transgressions.

B. He has a sense of responsibility about reporting illegal acts of others.

(1) He reports those who are doing wrong to others or violating legitimate rules even though such behavior may be unpopular; but he is not a constant tattler.
(2) He refuses to be intimidated by the threats of children he witnesses stealing or bullying others.

IV. DUE PROCESS OF LAW

A. No one can be deprived of his rights and property without due process of law.

1. He protests when a child is deprived of his rights (e.g., benched on the playground) on the basis of flimsy and questionable evidence.
2. He protests when a child is not given the chance to defend his actions or to tell his side of the story.
3. He protests guilt by association.
4. He protests when a child is punished more severely than another for the same infraction of rules.
5. He insists on knowing why he is being disciplined.
6. He demands an explanation and evidence before he allows his desk or personal effects to be searched.

V. SUPPORT MUST BE GIVEN TO THOSE WHO UPHOLD AND ENFORCE THE LAW.

A. He expresses support for those who must uphold the law such as policemen, teachers, and informal or temporary authorities who have been delegated power, e.g., traffic squad.

B. He does not use derogatory names for policemen or other necessary lawful authorities.

VI. ORDERLY PROCESS IN CONDUCTING MEETINGS AND DECIDING ISSUES IS EFFICIENT AND FAIR.

A. He prefers group activities to be conducted in an organized rather than chaotic fashion, so he assists in maintaining order.

1. He does not speak out of turn or when someone else is speaking.
2. In formal meetings, he recognizes the need for a chairman and a secretary.
3. He realizes that rules of procedure allow the greatest freedom of expression.
    - (a) Everyone has a chance to speak.
    - (b) Differing viewpoints are presented.
    - (c) An idea can be fully expressed without being cut short by interruptions or drowned out by loud and verbal children.

VII. DISPUTES ARE SETTLED BY LAWFUL PROCEDURES AND REASON RATHER THAN FORCE, VIOLENCE, OR OTHER ANTI-SOCIAL BEHAVIOR.

A. He dislikes argument and bickering, and encourages instead rational discussion as a means of resolving a conflict.

1. He attempts to examine the reasons for the dispute.
2. Understanding requires seeing the other side of a question.
    - (a). In a dispute, he tries to restate the other person's position before stating his own.

3. He tries to maintain his equanimity.
    (a) He does not get involved in a shouting contest.
    (b) He does not get so excited that he starts pushing or poking his opponent when he makes a point.

4. He tries to avoid engaging in remarks at a personal level, but sticks to the pro's and con's of the issue itself.

B. He refuses to settle disputes by fighting.
    1. He doesn't incite another child to fight.
    2. When another child calls him a "sissy" and challenges him to a fight, he ignores the child or tries to reason with him. If he is attacked, he resists but tries not to harm the aggressor.

C. He seeks to resolve conflicts and disputes by appealing to lawful procedures and by utilizing lawful channels of protest.
    1. Some problems do not demand immediate solution.
        (a) He uses the suggestion box or class meetings to bring a problem to the fore instead of settling it on the spot (playground or classroom).
    2. Some problems require immediate solution.
        (a) He does not "take the law into his own hands" but fetches or consults a person with the authority to deal with the problem.

PRINCIPLE: COOPERATION

I. SOLVING COMMON PROBLEMS TOGETHER

A. The democratic child recognizes what can be done by groups.

1. He actively participates in class activities, and does not remain aloof.

    (a) He doesn't express his opinion that "I can do that better than all of them put together," by refusing to participate.
    (b) Even if he could carry out a project better than the group could, he participates as a member of the group, contributing maximally. He can do his individual projects supplementally, or at a time when the rest of the class is also working individually. (The teacher tries to balance individual and group assignments, and avoids setting up artificial group problems for the sake of "groupness"; they must be real problems that need a group approach.)

2. When he sees a common problem to be solved, he turns to the class for ideas and help.

B. He assumes responsibility for the proper functioning of group procedures.

1. He assumes his share of the responsibility for class or group discipline on outings, field trips, and at special events.
2. If assigned a duty such as passing out crayons, he does so willingly.
3. He puts away materials and cleans up messes after working on a project without a great deal of urging by the teacher or others.

C. He shares materials and equipment.

1. He shares resource materials for art, science, social studies, etc., for both individual and group projects.
2. He doesn't monopolize space by littering desks and tables with his materials, or by sprawling over several chairs so that others cannot use them.

D. Each member of the group contributes toward the goal.

1. He accepts responsibility in group or committee assignments by dividing the work equitably.

    (a) He doesn't do only the "fun" things while others do the drudgery.

2. He doesn't dominate a committee to the point where it no longer functions as a group but has become an instrument of his personal viewpoint and desires.

    (a) He doesn't intimidate his peers in order to force his ideas upon them.

        (1) He tries to persuade through rational defense of an idea.

3. He views himself as a contributing member and in a position to help the group reach its goal.
    - (a) He shares his ideas with the group and does not withhold ideas or data or work frenziedly alone so that his "contribution" will far outshine the contributions of the others.
    - (b) He does his best work because he realizes that his presentation will add to others' education as well as his own.

II. HARMONIOUS RELATIONSHIPS (LIVING TOGETHER)

A. Relations between individuals need not be competitive.

1. He is a good winner and a good loser in sports, elections, and other competitive activities.
    - (a) He is proud of his or his team's victory, but does not take excessive delight in vanquishing others; he does not boast or ridicule the losers excessively.
    - (b) He is able to concede a defeat without arguing over insignificant points or making accusations of foul play.

2. He doesn't brag to other children about his good grades.

3. He doesn't compare his own work favorably to someone else's, causing that child to feel defeated or embarrassed.

B. Relations between individuals can be non-exploitive and fraternal, protective and compassionate.

1. He doesn't exploit others.
    - (a) He doesn't press his own advantage of size or ability in order to get his way, e.g., snatching a ball away because he wants to use it.
    - (b) He doesn't proffer false friendship in order to use another child.

2. He is concerned with the welfare of others.
    - (a) He assista and protects a child who is being persecuted or bullied.
    - (b) He helps those who have physical handicaps to participate in activities where possible.
    - (c) He helps others to learn tasks and skills which he has mastered.
    - (d) He encourages shy children to join in games and conversation.
    - (e) He commends other children when they create something desirable, perform a task admirably, or respond in some other worthwhile manner.

APPENDIX II

ANNOTATED BIBLIOGRAPHY

1. Adams, J. Stacy. Toward an Understanding of Inequity. J. abnorm. soc. Psychol., 1963, 67, 422-436.

   A theory of social inequity, with special consideration given to wage inequities is presented. A special case of Festinger's cognitive dissonance; the theory specifies the conditions under which inequity will arise and the means by which it may be reduced or eliminated. Observational field studies supporting the theory and laboratory experiments designed to test certain aspects of it are described. Conclusions: The analysis of inequity in terms of discrepancies between a man's job inputs and job outcomes, and the behavior that may result from these discrepancies, should result in a better understanding of one aspect of social conflict and should increase the degree of control that may be exercised over it.

2. Anderson, Harold. The Measurement of Domination and Permissiveness of Socially Integrative Behavior in Teachers' Contacts with Children. Child Develpm., 10, No. 2, (June) 1939.

   Domination is the behavior of a person who is inflexible, rigid, deterministic, who disregards the desires and judgments of others, who himself in the conflict of differences has the answers. Domination is the technique of autocracy or dictatorship; it obstructs the growth processes in others. It is the antithesis of the scientific attitude and the open mind.

   The term integrative behavior was chosen to designate behavior leading to a oneness or common-ness of purpose among differences. It is the behavior of a flexible growing person who is looking for new meanings, greater understanding in his contacts with others. It is non-coercive; it is the expression of one who attempts to understand others, who is open to new data.

   The purpose of this study was to develop reliable measures for recording,in terms of dominative and integrative behavior the contacts which teachers have with kindergarten children. Three kindergarten groups in two schools, taught by 3 teachers, supplied the final data. The number of contacts per hour were computed for contacts with individual children and contacts with the group. During several hours of observations some children had almost no individual contacts with the teachers; others had averages as high as 55 contacts per hour.

3. Anderson, Richard C. Learning in Discussions: A Resume of the Authoritarian-Democratic Studies. Harvard educ. Rev., 1959, 201-212.

   One hypothesis often accepted by writers on methods of teaching is that a clear distinction may be made between authoritarian and democratic teachers. While a vocal group of educators favors democratic methods, the following aritcle challenges the clarity and utility of the hypothesis itself.

   The article concludes by stating that the available evidence (his references number close to 70) fails to demonstrate that either authoritarian or democratic leadership is consistently associated with higher productivity. In most situations, however, democratic leadership is consistently associated with higher productivity. In most situations, however, democratic leadership is associated with higher morale. But even this conclusion must be regarded cautiously, because the authoritarian leader has been unreasonably harsh and austere in a number of investigations reporting superior morale in democratic groups. In the educational setting, morale appears to be higher under learner-centered conditions, at least when anxiety is reduced.

The conclusion also contains the statement that the authoritarian-democratic construct provides an inadequate conceptualization of leadership behavior. "When a satisfactory body of knowledge about learning in social situations is available it will then be possible to describe the behaviors which a teacher can exhibit to achieve a given learning outcome."

4. Aronson, Elliot; Turner, Judith A., & Carlsmith, J. Therrill. Communicator Credibility and Communication Discrepancy as Determinants of Opinion Change. J. abnorm. soc. Psychol., 1963, 67, 31-6.

The present study was designed to investigate the interaction of discrepancy in views among subjects and communicators of high and mild credibility, and the effects of this combination on opinion change. 112 female subjects participating in "a poetry evaluating group" made evaluations then read an essay by T.S. Eliot or another college student, each of which actually was the same and differed from subject's evaluation of a given poem to either a small, medium, or large degree. The results indicate that the greatest opinion change occurs when the source creating the discrepancy is furthest removed from subject's own views and is in the highly credible category. When the communicator is mildly credible, the greatest opinion change occurs with a medium degree of discrepancy, the small and large degrees representing the least of opinion change in the study.

5. Asch, Morton J. Nondirective Teaching in Psychology: An Experimental Study. Psychol. Monogr., 1951, 65, No. 4.

The aim of this study was to evaluate the over-all effectiveness of non-directive teaching of an undergraduate course in general psychology. It is the specific intention of the experiment to investigate the value of the non-directive method in effecting changes in students' intellectual, social, and emotional adjustment.

Students of an experimental group were matched with members of a control group on the basis of scholastic aptitude and achievement. A final exam (objective type) dealing with the factual material of the textbook was administered to the equivalent groups. The control group did significantly better on parts of the objective exam. However, the supplementary evaluation data indicate that the non-direction students gained a greater knowledge of diversified subject matter and did more independent reading and thinking about psychology than did the control subjects.

Analysis of the results indicated that both groups improved in attitudes of general tolerance from pre-test to end-test (on MMPI). Blind analysis and interpretations were made of the profiles on subjects for the MMPI tests. The statistical results show that the non-directive group improved to a significantly greater degree than the control group in the areas of social and emotional adjustment.

SUPPLEMENTARY EVALUATION TECHNIQUES:

1. Bogardus Social Distance Scale
2. MMPI (pre & post-testing)
3. Course evaluation form.

6. Barron, F. Some Personality Correlates of Independence of Judgment. J. Pers., 1953, 21, 287-297.

This research report deals with some of the personality correlates of independence of judgment in an experimental social situation. The experiment itself was planned and carried out by Solomon Asch. He designed a group-interaction procedure in which individual subjects were put under considerable implicit pressure from their peers to agree with an erroneous group opinion.

The present study is concerned with personality differences between groups of subjects who responded in very different manners to the experimentally produced conflict.

Persons who had shown independence of judgment in an experimental social situation were compared on several personality measures with persons who had yielded to implicit group pressure to agree with an erroneous group opinion.

Independents and Yielders were found to be equally stable in personality, but to differ in their values and in their self-description. Yielders tend to be practical-minded, somewhat physicalistic in their thinking, and group-oriented; Independents placed higher values on creativity, close interpersonal relation, and the individual as opposed to the group.

7. Bauer, Baymond A. Accuracy of Perception in International Relations. Teachers Coll. Rec., 1963, 64, 291-9.

The author discusses the "generalized paranoia" with which Russia views the U.S. and vice-versa. Included in this is seeing the "possibilities" of what might occur as "probabilities" thus distorting perception of reality. In keeping with this, one nation (and the people in it) tend to see the other as omnipotent, a view that is reinforced by the theoretic model each has of the other which facilitates schematic thinking in each group. The author points out the necessity for seeing the international scene with a more "naturalistic" and realistic eye.

8. Berg, Kenneth Richard. Ethnic Attitudes and Agreement of White Persons with a Negro Person in the Autokinetic Situation. Dsstn. Abstr., 1962, 23, 334.

It was hypothesized that the amount of agreement with a Negro person would be directly related to the amount of attraction toward Negro persons, and that Low Attraction would result in less agreement in a condition of High Salience than in a condition of Low Salience. Subjects were measured on the attraction variable by a modified F Scale, a Bogardus Social Distance Scale, and a modified E Scale (Negro items). Each Subject was then placed in an autokinetic situation with a White and a Negro confederate. Half were told that a financial reward would be given for accurate judgments (High Salience), the remainder were not (Low Salience). The hypotheses were not supported. The author gives as a possible explanation that "attraction toward Negro people may not be a good predictor of attraction toward a given Negro person..."

9. Berkowitz, L., and Lundy, Richard M. Personality Characteristics Related to Susceptibility to Influence by Peers or Authority Figures. J. Pers., 1957, 25, 306-316.

This study is an exploratory investigation of the problem of predicting from sociodemographic variables the choice of a group as a reference group. (Even though in some instances, this choice appears to depend largely upon individual personality characteristics). This study attempts to determine whether the personality characteristics of subjects successfully influenced by their peers differ from the characteristics of those more readily influenced by a particular group of authority figures (generals), and also, whether there are characteristics predisposing the individual to be influenced by both types of groups.

Although no specific hypotheses were formulated, the experimenters stated that they believed that subjects with strong authoritarian tendencies would tend to be successfully influenced by the authority figures, while subjects with a strong need for affiliation would be more readily influenced by their peers.

The results of this study indicated that individuals whose opinions tend to be successfully influenced by peers may differ in certain personality characteristics from individuals more successfully influenced by authority figures (generals). Thus, it has been noted that individuals low on the present measure of interpersonal confidence, in general, tend to be more readily influenced by their peers than by the authority figures.

10. Berrien, F.K. Attempts to Measure Attitudinal Changes as a Consequence of Permissive Discussion. Amer. Psychologist, 1950, 5, 246-247.

This paper reports 3 attempts to determine changes in student thinking and attitudes as a consequence of taking a course entitled Human Relations taught largely by permissive discussion of instances in which interpersonal relations were disturbed. The first attempt was the Administration of the Watson-Glaser Test of Critical Thinking to 89 students in 4 sections. Although significant improvement in median score occurred in one section and increased cautiousness appeared in another, no consistent change occurred in all sections. A control group not taking the course showed improvement in median score. The Second Attempt employed the Rosenzweig Picture-Frustration Test with the same experimental design but with a different set of 4 course sections. Principal finding was a decrease in extrapunitiveness and an increase in needs-persistence for one section of 27 students. The third attempt required the students, shortly after entering the course, to register individually their approval or disapproval of statements in a previous recorded class discussion. These same statements were separately rated by 4 instructors as hostile, mildly hostile, neutral, defensive, or mildly defensive.

The same discussion was played back to the students at the end of the course. Results will be analyzed to determine the shift in approval and disapproval as related to the hostility, or defensiveness of the statements.

11. Bills, Robert E. An Investigation of Student-Centered Teaching. J. educ. Res, 1952, 46.

A class of 26 students in a general psychology course taught by the Student-Centered Method was matched with 26 students from a similar class taught by the Lecture-Discussion Method. It was concluded that the students learned an equal amount of text material from the 2 methods but the attitudes of the student-centered class toward psychology were significantly more positive than were those of the lecture-discussion class. The opinions of the students in the student-centered class revealed that they believed the course was of personal value but the students in the lecture-discussion class did not concur with this opinion.

12. Bird, B. A Consideration of the Etiology of Prejudice. J. Amer. Psychoanal. Ass., 1957, 5, 490-513.

"In creating prejudice the ego utilizes incorporation and projection, uniting them into a new mechanism called *incorporation*. Incorporation can pass right through the ego. Incorporation does its work by simultaneously dropping one object relationship and acquiring another, or by simultaneously taking one object in and extruding another. People without a sense of inferiority and rivalry cannot be prejudiced. Prejudice is an ego defense against agressive impulses, when the ego is unable to tolerate the guilt and self-criticism generated by the agressive impulses. Prejudice is of value in ego and superego formation to a certain extend and in minor form is ubiquitous." (Quote from Psychological Abstracts).

This is a case study of a girl patient who had a "severe attack of anti-Negro prejudice."

13. Blumenfeld, W.S., Franklin, R.D., and Remmers, H.H. Teenager's Attitudes Toward Study Habits, Vocational Plans, Religious Beliefs, and Luck. Purdue opn. poll Rep, 1962, 22 (1), 11 p.-

This report presents the results of the initial poll of the 1962-1963 school year. The questionnaire was administered to approximately 8000 high school students....When asked as to their major reason for studying outside of school, the majority (62%) of the panel said to improve grades. Another 23% gave career preparation as their primary motive. Such responses were most common among the non-believers in luck. Vocational plans tend to be in the direction of more college planning. More than 1/2 (57%) have tried to get information from a school source such as the library or the guidance counselor. Approximately 38% agree that religious faith is better than logic for solving life's important problems, 68% agree that fate in the hereafter depends on present behavior, 84% agree that God knows every thought and movement, 59% that God controls everything, and 25% believe their prayers are answered. The luck oriented group believes a great deal of what happens to them is beyond their control. The non-luck group that a great deal of what happens to them can be personally controlled (Psych. Abstr.).

14. Blumenfeld, W. S., Franklin, R.D., and Remmers, H.H. Youth's Attitudes Toward Sports, the Peace Corps, Military Service, and Course Offerings. Purdue opn. poll Rep., 1962, 21, (3), 9 p.

The questionnaire was administered to approximately 11,000 high school students who indicated: they were more attracted to basketball (36%) and football (31%) than to baseball (10%); a slightly more favorable attitude toward the Peace Corps in 1962 than in 1961; a trend toward greater attendance at college and participation in other special training programs planned after graduation as opposed to going directly to work. Detailed data are presented on youth's attitudes toward courses of study offered in their high schools. (Psych. Abstr.).

15. Bookbinder, Lawrence J. Perception of Others, Self-Perception, and Response Sets in Low and High Authoritarians. Perceptual and Motor Skills, 1963, 17, 694.

48 Highs (Hs) and 48 Lows (Ls) classified according to scores on the Authoritarianism (F) Scale rated photographs and themselves on 32 personality traits. H's differed from L's in self-perception, seeing themselves as more submissive and friendly. The groups were further subclassified on the acquiescence-content variable. Acquiescent Hs differed from acquiescent Ls in their perceptions of others, content Hs and Ls did not differ in this respect. The results indicate the acquiescence content variable should be considered in future research on authoritarianism.

16. Borgatta, Edgar F. Some Task Factors in Social Interaction. Sociol. & soc. Res., 1963, 48, 5-12.

The amount of social responsibility that is placed on the individual for what he says and does, particularly with regard to his negative emotional responses, is seen as an important dimension in the study of interpersonal behavior. An observation situation is constructed in which subjects participate in a "no load" condition, and this is compared to other discussion and role playing. Interpretable differences in profiles occur. In addition, anticipated and unanticipated differences are found according to the experimental manipulation within the no-load observation situation.

17. Bostrom, R. N., Vlandis, J.W., & Rosenbaum, M.E. Grades as Reinforcing Contingencies and Attitude Change. J. educ. Psychol., 1961, 52, 112-115.

This is a study of differential grade contingencies, given for students' essays which were incongruent with their pre-measured attitudes, upon change of these attitudes. College students were first measured on attitudes toward legalized gambling and socialized medicine. Each student was then assigned the task of writing an essay in opposition to his predetermined attitude. Grades were assigned to the essays on a random basis, with 1/3 A's, 1/3 D's and 1/2 no grades. The subjects were then given a retest on the attitude scales. The results suppor their hypothesis that "good" grades significantly increase attitude change. The difference between the A's and D's was significant, as was the difference between the A's and "no grade" group. Difference between D's and "no grade" group was not significant. The difference between those writing an essay, taken as a whole, and those who did not write an essay was also significant, which would indicate that writing the essay, regardless of grade received, was sufficient to produce attitude change.

18. Brown, D. R. & Bystryn, D. College Environment, Personality, and Social Ideology of Three Ethnic Groups. J. soc. Psychol., 1956, 44, 279-288.

Brown and Bystryn report this study of the comparison of effects of three college environments on three ethnic groups. The subjects were Jewish, Catholic, and Protestant women college students and the three college environments were: a small, women's Eastern, liberal arts, non-denominational college; a large Eastern, coeducational university; and a Catholic liberal arts college for women (450 enrollment). By comparing the freshmen with seniors in these institutions (on CPI, modified F scale and objective check list), the following was concluded: "The challenge to existing authoritarianism was found to be greatest for minority group members attending the small non-denomination liberal arts college." (p.287)

This was based on the lack of significant differences between Protestant freshmen and seniors in the small liberal arts college with significant differences for the Jews, and lack of significant differences of change in the big university.

Change was significant for the Catholics; however, the mean was so much greater at the Catholic college that the authors concluded "it would be strange if such high scores did not drop with liberal arts education." (p.283)

19. Burnstein, E., and McRae, Adre V. Some Effects of Shared Thread and Prejudice in Racially Mixed Groups. J. abnorm. Psychol., 1962, 64, 257-63.

48 male students half of whom were evaluated as high prejudice, half as low prejudice, were placed under conditions of shared threat and non-threat in work groups each of which had one Negro confederate. The results indicate that "The expression of hostility toward a Negro group member varies directly with the strength of anti-Negro attitudes,

and inversely with the degree of shared threat." A post experiment questionnaire indicated lower prejudice toward the Negro than the pre-experiment questionnaire.

20. Campbell, Don W. & Stover, G.F. Teaching International-Mindedness In the Social Studies. J. educ. Sociol, 1933, 7, 244-248.

    The purpose of this study was to determine the possibilities of influencing high-school pupils to become more internationally-minded by incidental teaching in economic geography. Pupils were matched on IQ and on scores on the Newmann-Kulp-Davidson Test of International Attitudes. The teaching method employed in the instruction of both the control and experimental groups was the Unit Mastery Techniques (subject matter was unitized into economic regions of the world).

    CONCLUSIONS: International and interracial attitudes can be influenced by instruction governed by this objective, as far as the type of tests used in these experiments validly measures such development. Visual aids seem to add appreciably to the effectiveness of education for international and interracial liberalism.

21. Carnient, D.W., Schwartz, F.S., and Miles, C.G. Persuasiveness and Persuasibility As Related to Intelligence and Emotional Responsiveness. Psychol. Rep., 1963, 12, 767-72.

    This study combined subjects high in both intelligence and emotionality (HH) with subjects low in both (LL), low in intelligence and high in emotionality (LH), and high in the former and low in the latter (HL), hypothesizing that HH would be more persuasive and less persuasible. The results were in the opposite direction, persuasiveness in order of effectiveness being LL, LH, HL, and HH. The authors hypothesized that lowered intelligence results in some kind of "disinhibition".

22. Cleveland, Sidney E., Boyd, Ina; Sheer, Diana, & Reitman, E. Edward. Effects of Fallout Shelter Confinement on Family Adjustment. Arch. gen. Psychiat., 1963, 8, 38-46.

    A middle class family of 4 -- 2 adults and 2 grown boys -- spent 2 weeks in an underground fallout shelter under conditions of a simulated nuclear attack. Evaluation of the family was carried out prior to the experiment and immediately on their leaving the shelter by use of psychiatric interviews, administration of psychological tests, and social case work up. Day to day measurements of mood and family interaction while confined to the shelter was accomplished by use of individual daily diaries and daily self-administration of an adjective checklist. No change in intellectual performance nor significant change in personality following this prolonged confinement was observed. Mood changes in the direction of increased irritability and depression were noted. A constructive by product of the experiment was a feeling of greater family unity following the shelter experience.

23. Coleman, J.F., Blake, R.R., & Mouton, J.S. Task Difficulty and Conformity Pressures. J. abnorm. Psychol., 1958, 57, 120-122.

This study reports a design to test the relationship between conformity behavior and knowledge of the subject. Using the standard subterfuge group influence situation, the subjects (college students) were to respond after the three plants had given the wrong answer to questions concerning vocabulary and general facts. The items were pre-rated on "degree of difficulty" and the number of students conforming. The experimenters report a significant positive correlation between difficulty and conformity, and conclude that this study implies "that susceptibility to conformity pressures can be decreased by increasing an individual's ability to make a competent selection of responses." (p.122)

24. Cooper, J.B. & Singer, D. N. The Role of Emotion in Prejudice. J. soc. Psychol., 1956, 44, 241-247.

This study attempted to measure the "emotional" content in prejudice. Using the PGR as a measure of emotional response, the authors compared the subjects' reactions to "favored group" being placed in a derogatory context and an unfavored group in a positive context to two neutral groups in the same two contexts. (The "favored" and "unfavored" groups were considered to be expressions of prejudice.)

The results were significant, the prejudiced attitudes showing higher emotional responses. The authors conclude: "The results of this exploratory study bolster the contention that strong social attitudes are emotionally supported. Strong social attitudes are usually referred to as prejudices. Therefore, the results of this study favor the contention that prejudices are "emotional attitudes." (p. 246)

25. Corder, Robert F. A Factorial Approach to Anti-Democratic Attitudes. Stud. Higher Educ. (Purdue), 1954, No. 82.

The centroid method of factor analysis is used to analyze data from the 33rd Purdue Opinion Panel which polled 9,000 students from 44 high schools in 27 states. Questionnaire items measured authoritarian ideology ingroup glorification, anti-submissiveness to authority figures. Eight common factors emerged, two of which accounted for 67% of the matrix variance. For Factor I, social discrimination, an analysis of variance showed significant relationships to personal data variables of geographic region and rural-urban residence. Factor II, a combination of authoritarianism and ethnocentrism, was significantly related to rural-urban residence, religious preference, and mothers' education.

26. Costin, Frank. Attitude Outcomes of Child Psychology Courses Having Different Orientations. J. Psychol., 1961, 51, 113-119.

This was a comparison of two child psych. classes, one having a "clinical" orientation (case method) and the other having a "social" orientation (cultural comparisons). A significantly greater change was reported on the PARI for the clinically oriented class. (possibly a greater personal application.

27. Crowne, Douglas P., and Liverant, Shephard. Conformity Under Varying Conditions of Personal Commitment. J. abnorm. soc. Psychol., 1963, 66, 547-55.

This experiment was based on the hypothesis that conformity acts as a defense against threatened self-esteem. Subjects were tested under three conditions whose results show that confidence in one's abilities is to a degree generalized. Using the Level of Aspiration Board as a basis it was shown "those who conform under conditions of high personal involvement tend to believe that they have less personal control over their lives and regard the occurrence of reinforcements as outcomes of luck, fate, and powerful others."

28. Danziger, K. The Psychological Future of an Oppressed Group. Soc. Forces, 1963, 42 (1), 31-40.

The future autobiographies of African high school students in South Africa "suggest that the tightening of social and political restrictions has produced a relative dedifferentiation of the psychological future and a decline of interest in both community service and individual economic success...the ground is being laid for a value-oriented countermovement for which social reality is defined essentially in political terms."

29. de Charms, R., and Moeller, G.H. Values Expressed in American Children's Readers 1800 - 1950. J. abnorm. soc. Psychol., 1962, 64, 136-142.

A content analysis was carried out for children's books published between 1800 and 1950 as a means of investigating psychological variables which might be associated with the cultural changes occurring in the United States over this period. The results indicate that affiliation imagery from 1810 to reach a peak in 1930 and drop back to the 1880 level in 1950. There is a steep decline in moral teaching from 75% in 1810 to 0% in 1950. The authors discuss the reasons behind these trends in an historical context, and conclude that these historic incidences change the direction of cultural motivation via values and their application in child-rearing practices.

30. Denmark, Florence L. The Effect of Authoritarian & Nonauthoritarian Experience upon Conformity of Authoritarian and Nonauthoritarian Predisposed Subjects. Dsstn. Abstr., 1958, 19, 897.

This experiment was designed to study the effects of group experiences which are congruent or not congruent with personal predispositions on: (1) authoritarian attitudes concerning the operations of leaders and groups and authoritarian behavior; (2) conformity of opinions on discussion topics which are independent of the group structure and differ in degree of relevance to the group goal.

Eighty subjects were chosen as authoritarian predisposed or nonauthoritarian predisposed from extreme quartiles of a leadership questionnaire and on the basis of preference for authoritarian or nonauthoritarian group membership.

Conformity was greater after anticipated group experience, but no difference was found between that and actual experience. The hypothesis that when the group experience matches the subject's predispositions, his final scale position will be nearer the group standard than when the two differ, was confirmed for leadership and behavior but not for the discussion topics where differences in conformity were independent of congruency. The results showed no difference between the authoritarian predisposed students and those students who were nonauthoritarian predisposed on the issue of group experience and individual predispositions. However, the non-A's showed more conformity than the authoritarian subjects. In general, predisposition is not the important variable for determining amount of conformity since the authoritarian subjects did not differ from non-A subjects on either opinions and behavior which related to group structure or on a topic irrelevant to the group goal.

31. Deutsch, Steven S., and Won, Geo. Y.M. Some Factors in the Adjustment of Foreign Nationals in the U.S. J. soc. Issues, 1963, 19(3), 115-22.

This study was designed to examine the personal characteristics, social interaction, and adjustment of a group of non-student technical trainees. 94 Persons from 29 nations gave information on a questionnaire. One of the most important factors proved to be language, those with greater facility in speaking English having the most satisfying experiences and expressing greater positive feelings. Most subjects had adjusted well in accordance with the number of social contacts they had had with Americans. Even where there was maximal satisfaction and adjustment, however, there were some negative attitudes -- mainly stemming from experiences with racial prejudice.

32. Diab, L. Authoritarianism and Prejudice in Near-Eastern Students Attending American Universities. unpublished Ph.D. dissertation - Dsstn. Abstr., 1957, 17, 419.

Diab reports this study of 76 male Arab undergraduates in American universities. The purpose of the study was to explore the relationship of authoritarianism to traditional family ideology and to prejudice toward minority groups. Subjects were administered a battery of tests consisting of: The F scale, the TFI (Traditional Family Ideology) scale, a revised Bogardus social distance scale applied to four Arab-world minorities (Armenians, Kurds, Jews, and Circassians), a reaction measure to Zionists and a personal background questionnaire.

The results showed that authoritarianism was significantly related to traditional family ideology. However, in its relation to prejudice, authoritarianism was found to be significantly related only to prejudice toward Jews but did not show significant relationship toward the other three groups nor toward the Zionists.

33. Dillon, Harold J. Early School Leavers, N. Y. National Child Labor Committee, 1949.

N: 1300; 5 communities in Michigan, Ohio, Indiana. Representative cross-sections as to socio-econ., race, education; rural, small towns & metropolitan centers.
School record & 2 or 3 teachers' opinions & interview w/former student...left in '45 - '46.

Chpt. VII: Conclusions and Recommendations.

A. Symptoms of Vulnerability to Early School Leaving
1. Fairly consistent regression in scholarship from elementary to junior high to senior high school.
2. Frequent grade failures in the elementary school.
3. High frequency of grade or subject failure in the jr. and sr. high school.
4. Marked regression in attendance from elementary to jr. to sr. high school.
5. Frequent transfers from one school to another.
6. Evidence of a feeling of insecurity or "lack of belonging" in school.
7. Marked lack of interest in school work.

B. Recommendations.
1. Know the Student As An Individual.
2. Obtain the Student's Confidence.
3. Provide An Educational Program Wherein the Students Can Experience Achievement.

9. Recognize Signs of Trouble. Every effort must be made to recognize symptoms of maladjustment which may lead to premature school leaving at a time when remedial steps may be taken. Youth who are failing, or who are irregular in attendance, or who exhibit little interest in school, or who show resentment toward the teacher or other students, are in need of the counsel and guidance of teachers and other personnel. Behind those symptoms of maladjustment may lie a snarled skein of emotional problems which needs unraveling if the student is to progress satisfactorily. Teachers should be alerted to detect these warning signs when they arise early in the student's school career.

10. Provide for Above-Average Students. Evidence in this study indicates that there were students of potentially high academic ability whose performance was decidedly below average. This may indicate either that educational experiences that will challenge and hold the interest of these students need to be provided or that a special study of their home environment and general social adjustment needs to be made.

14. Begin Counseling Early. Counseling services, from the evidence in this study, should begin on the elementary level. Elementary school counselors should be available to advise with teachers on individual student problems and to hold individual conferences with the student and his parents. The ratio of counselors to counselees should be given careful consideration. The ratio considered desirable by leading authorities in the guidance field is not more than 500 students per counselor. The counselor should be a professional worker, with specific qualifications for guidance work, and should not be responsible for routine disciplinary or clerical duties. (p.82)

"Educational programs of the right kind, adequately supported , are the most economical and effective measures that can be taken to conserve our human resources." (p.88)

"Evidence indicates that, in the average public school system, 50% of the students who enter high school drop out before graduation."(p.9) (Gertrude Folks Zimand in Foreword: One child in six does not enter high school. p.7)

I.Q. of 1084 school leavers: above 114--5%; 105-114--12%; 95-104--22%; 85-94--25%; below 85--36%...re intellectual ability to profit from and to complete a full High School program. (p.34)

Grade failure: of 1018, "...more than half...experienced failure and grade repetition...(of these)...70% who repeated grades had failed while in the elementary school. (p.35)

Grades most frequently repeated...in the elementary school...the first, third and fourth. (p.37)

Grade failure and I.Q.: about 105--about 11%; above 95--about 30%; below 95--58%. (p.46)

"The evidence in this study emphasizes the need for counseling youth on the elementary level and for making this service a continuing process throughout the time the student is in school." (p.59)

34. Dittes, J. E. and Kelley, H. H. Effects of Different Conditions of Acceptance Upon Conformity to Group Norms. J. abnorm. soc. Psychol., 1956, 53, 100-107.

This is a study reporting the effects of acceptance of conformity. The subjects were college students in groups of five and six (males only). The subjects worked on cases of delinquent behavior and a "number of dots in a square" task. Acceptance was manipulated by written (subterfuge) statements by members.

Results: High acceptance - Low conformity - both public and private
Average " - High " - both public and private
Low " - Low " - private only
Very Low " - Low private conformity, High public conformity.

35. Dreyer, A. H. The Citizen as a Decision Maker. Grp. Psychother., 1963, 16, (1-2), 59-64.

Dreyer sees the average American becoming no more than a pawn in the hands of "specialists" who make decisions for him. He implores therapists to accept this challenge and help restore Mr. Average to a more meaningful role in society. By dealing with the open public, Dreyer feels that many illnesses (mental) can be reduced.

He calls on the planners to use planning as an effective process, not as an end in itself.

The author feels psychotherapists, especially group therapists, can make a contribution to society as a whole by "forsaking the clinic, the institution and the agency for the open community....If a therapeutic community...as conceived by Moreno has any validity...the time is now for the group therapists to...conceive of group therapy in the broadest possible sense. In so doing...we will discover that the dilemma of the citizen as decision maker is rooted in our social organization or lack of it.

36. Drinkmeyer, Don, and Dreikurs, Rudolf. Encouraging Children to Learn: The Encouragement Process. Englewood Cliffs, N.J. Prentice Hall, 1963.

The book explains why it is essential to acquire the skill of encouraging, since many teachers and parents fail because of their unfamiliarity with effective methods....Recognizing the good in each child and confidence in one's own ability to influence the child are necessary to succeed. Material is provided on the philosophy and skill of encouragement, which should be part of a teacher's training ...(to) hereby overcome his own personal feeling of inadequacy. (Psychol. Abstr.).

37. Drusine, L. Some Factors in Anti-Negro Prejudice Among Puerto Rican Boys in New York City. unpublished Ph.D. dissertation, Dsstn.Abstr., 1956, 16, 1488.

The subjects of this experiment consisted of 129 Puerto Rican boys, ages 12 to 16. Using the Horowitz Faces Test as a prejudice measure, the Meer-Payne Children's F Scale as a measure of authoritarianism, and the Elias Family Adjustment Test as the measure of alienation from family, the authors concluded that a comparison of the high and low prejudice boys differed significantly in authoritarianism but that there was no apparent relation of prejudice to family alienation. The population as a whole was high in authoritarianism and in family alienation.

38. Dwyer, R. J. A Report on Patterns of Interaction in Desegregated Schools, J. educ. Sociol., 1958, 31, 253-256.

This is a review of a doctoral thesis--a study of seven school districts in central Missouri, covering the first two years of the desegregation process. The methods are not discussed other than the use of "interviews, questionnaires, and observation."

Conclusions:

1. The lower the age level and grade level, the more readily do students adjust to the process of integration.
2. Boys adjust easier than girls.
3. The more informal associations occur on elementary levels, in contrast to the secondary level.
4. There is little carry-over from one interactional situation to another. More cases of interaction in the less socially intimate situations.
5. The longer the integrated situation, the more likely interaction.

39. Eglash, Albert, Discussion Method of Teaching Psychology. J. educ. Psychol., 1954, 45, 257-263.

Lippitt & White's experiment on democratic and autocratic leadership is the indirect source of the teaching technique used in this investigation and is the direct source of the experimental design.

The experiment has been designed to answer these questions:

1. How will achievement in a group-discussion class compare with that in a lecture class?
2. How will students' reactions in a group-discussion class compare with those in a lecture class?

Keeping the emotional climate similar in the two classes, an instructor taught one elementary psychology class by group-discussion, the other by lecture. Achievement on course content was not significantly different. The morale of the lecture class was significantly higher than that of the "democratic class."

40. Eglash, A. Changes in Opinionation During a Psychology Course. J. educ. Psychol., 1957, 48, 164-165.

Eglash reports this study designed to test the suggestions of Carl Rogers and others that permissive, group-centered orientations in the classroom would promote tolerance of others with different opinions. He used three groups; one lecture, one group discussion, and one "more permissive than discussion." (p.164) Using Rokeach's Opinionation Scale, all three groups were tested at the first and last class meeting. The change was statistically significant for all three groups, opinionation increasing. Opinionation appeared to increase more in the permissive groups than non-permissive but the difference was not significant.

Eglash reports that individual analysis revealed a difference with those who initially scored "high" scoring lower, while those "low" initially scoring higher.

41. Ekman, G., and Kuennapas, T. Scales of Conservatism. Percep mot. Skills, 1963, 16, 329-34.

"The present paper reports a...comparative scaling study of the continuum of conservatism as judged in two experiments." The first consisted of statements that were politically conservative, the second of statements that were generally conservative. The results were logarithmically compared to a scale constructed by the method of ratio estimation. The relationship between the two scales was found to be linear. This result may be related to a qualitative character of the radicalism-conservatism continuum.

42. Engel, Gerald, and O'Shea, Harriet E. Some Current Student Attitudes Toward Presidential Candidates of Different Categories, (Racial aand Religious). Part II. J. soc. Psychol., 1963, 59, 289-305.

Three groups of students, one each from a mock political convention, university classes,and religious foundations were asked, "Would you nominate as your party's presidential candidate a generally qualified man in the party if he happened to be a--(Gatholic, Jew, Negro, Protestant)?" For half the total number, "vote for" was substituted for "nominate", although no differences were indicated in the results. The conclusions reached were that: (1) University class and religious foundation students were freer to vote for a candidate regardless of his category than mock convention participants; (2) Women in the mock convention group were freer to vote than men, although no differences were found between the sexes within the remaining two groups; (3) Students polled after the mock political convention were less free to choose a candidate regardless of his category than those polled before the convention.

43. Feshback, S. & Singer, R. The Effects of Personal and Shared Threats Upon Social Prejudice. J. abnorm. soc. Psychol., 1957, 54, 411-416.

The purpose of this study was to test the hypothesis that "personal threats" will increase social prejudice while "shared threats" will decrease prejudice. The subjects consisted of 187 students in Intro. to Psychology classes. The procedure consisted of administering a social prejudice question, followed in four weeks by the experimental condition. For this part the students were divided into six groups; a control, three "personal threat" groups (likelihood of marriage ending in divorce, chances of having mental illness, and death by fire), and two "shared threats" groups (flood, and atomic bomb scare). The social prejudice questionnaire was readministered.

The results of the comparison of the five experimental groups with the control group were significant in the predicted direction with the exception of one (atomic war threat).

44. Fiedler, Fred E., and Meuwese, W.A.T. Leader's Contribution to Task Performance in Cohesive and Uncohesive Groups. J. abnorm. soc. Psychol., 1963, 67, 83-7.

The following study was undertaken to investigate the relationship between leader ability and group performance. Four studies of group behavior (On tank crews, B-29 crews, antiaircraft artillery crews, and a discussion group) were compared. In each it was discovered that the leader's proficiency was not the deciding factor of his influence upon the group in the task performance situation, but rather whether the group itself was cohesive or incohesive.

45. Fishbein, Martin. An Investigation of the Relationship Between Beliefs About An Object and the Attitude Toward that Object. Human Relat., 1963, 16, 233-9.

The experimental hypothesis formulated was: "An individual's attitude toward 'Negroes' is a function of (1) his beliefs about the characteristics and components of Negroes (B_i) and (2) the evaluative aspect of those beliefs (a_i)." Responses to the word "Negro" were obtained and a list of ten belief statements was constructed from the most frequently recurring ones. Then subjects rated characteristics on Fishbein and Raven's A Scale (a_i) for characteristics and B Scale (B_i) for beliefs. The conclusions confirmed the hypothesis. The author generalized that an individual's attitude toward any object is a function of his belief about that object.

46. Fishman, Jacob R., and Soloman, Frederic. Youth and Social Action: I. Perspectives on the Student Sit-In Movement. Amer. J. Orthopsychiat., 1963, 33, 872-82.

The authors, both of whom are teachers at Howard University Medical School, discuss student involvement in anti-segregation activities from their own observations, a review of the literature, and case histories. They conclude that its motivation and style are linked to: recent sociohistorical developments occurring in domestic legislation, the arrival of new leaders, and the developing African nations, and certain psycho-social aspects of late adolescence which they summarize in this statement - "A young person feels most free or independent only after having done something active and aggressive to win that independence...perhaps then an independent identity can never be freely given--it must be at least partially taken by adolescents and, possibly, by young nations as well."

47. Flanders, Ned A. Teacher-Pupil Contacts & Mental Hygiene. J. soc. Issues, 1959, 15, CD, 30-39.

This investigation found that 100 teachers of social studies in Minnesota use less than 3% praise and encouragement, or less than 5% of their "talking time" reacting to and using ideas that students initiate. Furthermore, it was noted that the acceptance and clarification of students' feelings were handled a very low percentage of the time (classroom time).

The problem of mental hygiene in the classroom, viewed from the perspective of the data, appears to be establishing a proper balance (a) between the intellectual requirements of classroom functioning versus the social-emotional requirements, and (b) between restricted freedom of action for students versus greater freedom of action.

48. Ford, L, I. The Relationship Between Prejudice and Dogmatism in Opinion Change. unpublished Ph.D. dissertation - Dsstn. Abstr., 1956, 16, 2522.

This study was an attempt to test the hypothesis that "opinion change was a function of the interaction of pre-existing opinion and dogmatism." Subjects were undergraduate students at Purdue. The Rokeach Dogmatism Scale and the MacKenzie Scale were the two measures.

The results supported the hypothesis "greater changes of opinion tend to occur in people who are not highly dogmatic, though they may be initially less in accord with the persuasive communication than those people who are highly dogmatic."

Two films and propaganda pamphlets were used as pursuaders.

49. Freedman, Marcia K. Part-Time Work Experience and Potential Early School-Leavers. Amer. J. Orthopsychiat., 1963, 33, 509-14.

The work-study programs for potential school drop-outs have been endorsed without sufficient research. Study designs often assume that since the work experience is the radical departure, all observed benefits flow from it. Changes may, however, be related to increased guidance service, a different set of curriculum materials, or an improved attitude on the part of the school staff toward low-achieving students. New knowledge is badly needed in this field. (Psychol. Abstr.)

50. Fromm, Erika, Sch. Rev., 1962, 70, 405-409.

"The ideal of democracy visualizes a type of man who has incorporated the postulate of the essential dignity of all men. He is tolerant of differences. He respects his fellow men and grants them equal rights and opportunities. He has learned to control effectively, or to sublimate his destructive aggressive impulses, and he is not governed by narcissistic desires. When he fights, he fights not against somebody but for something, the realization of an ideal. Instead of sinking his sword into an enemy, he sinks his teeth into a problem. He feels deeply that he is not an island unto himself; at the same time he has autonomy and grants it to others. He has empathy." (p.406)

51. Gerard, Harold B. Conformity and Commitment to the Group. J. abnorm. Psychol., 1964, 68, 209-11.

As reported by Asch, (1956) an individual who asserts his independence at the outset, in the face of successive disagreement with others, tends, over time to remain independent. This tendency, it was hypothesized here is due to the commitment to one's stand when confronting the others publicly. Data were examined from an experiment in which the individual experienced the same sequence of discreet judgments used by Asch either with or without public confrontation. These data indicate that continued adamance occurs only with public confrontation; the individual who tends to yield to the others does so with greater frequency as compared with the no confrontation situation. This bimodal reaction occuring with confrontation, it was suggested, offers evidence for the effects of a stronger commitment to behavior in a public situation.

52. Gist, Noel P., and Bennett, William S., Jr. Aspirations of Negro and White Students. Soc. Forces, 1963, 42 (1), 40-8.

Questionnaires undertook to ascertain general attitudes toward school, aspirations for the future, and the type of aspirations held for the child by important family and non-family members for 9th and 12th graders in four large Kansas City high schools. The results indicated there is no great difference between the occupational aspirations of Kansas City Negroes and white students even when socio-economic class and I.Q. are held constant, although Negro aspirations with regard to education exceeded those of whites; mobility aspirations for Negroes and their families exceed those of whites;

matriarchism still seems typical of Negro family structure, since the most influential family and non-family members were significantly more often female, and Negro girls aspired higher for their future husbands than males did for themselves, and Negro mothers aspired higher for their children than did fathers.

53. Glenn, Norval D. Negro Prestige Criteria: A Case Study in the Bases of Prestige. Amer. J. Sociol., 1963, 68, 645-57.

A survey of Negro stratification studies indicated that formal education has been the most important prestige criterion among American Negroes during the recent decades and has been a more important basis of prestige among Negroes than among whites. The apparently greater importance of education as a basis of Negro than of white prestige can be accounted for by (1) greater differentiation of Negroes in educational attainment and (2) greater occupational utility to Negroes of additional education at some levels.

54. Goode, William J. World Revolution and Family Patterns. N. Y. C. Free Press Glencoe, 1963, 432 p.

"...seeks to describe and interpret the main changes in family patterns that have occurred over the past half century in Japan, China, India, the West, Sub-Saharan Africa, and the Arab countries and to relate them to various alterations in other institutional areas.

55. Goodstein, Leonard D. Intellectual Rigidity and Social Attitudes. J. abnorm. soc. Psychol., 1953, 48, 345-353.

The present study is designed to investigate the general hypothesis that persons who are intellectually rigid will have not only more consistent but also more extreme social attitudes than persons who are nonrigid. Rigidity is operationally defined as the continuance of previously learned techniques of problem-solving when those techniques presumably no longer represent the most efficient and direct means of solving the problem.

The specific hypotheses were: (1) Persons who are intellectually rigid will have more extreme social attitudes than nonrigid persons. (2) Persons who are intellectually rigid will have more stable attitudes than nonrigid persons. As no statistically significant relationships could be demonstrated among the tests of rigidity the concept of a unitary trait of intellectual rigidity was not confirmed. No evidence was found to support the first hypothesis concerning the presumed relationships between the extremity of social attitudes and intellectual rigidity.

Because of insignificant correlations, the second hypothesis was not confirmed.

It was concluded that it is difficult to maintain a concept of rigidity, even intellectual rigidity, as a unitary psychological trait. It was added that intellectual rigidity, as it has been conceived, is not a necessary concomitant of extreme or stable social attitudes.

56. Graham, A. W. Do Teachers Who Use Democratic Methods Develop Democratic Attitudes? Elem. Sch. J., 1946, 47, 24-27.

This experiment was planned in order to determine whether different outcomes in terms of selected attitudes would be produced by two contrasted factors in the learning situations, namely, (1) the teacher and his personality, and (2) the methods he employs, including the type of activities and material that he uses. The attitudes to be considered were chosen to provide a sampling of many areas. The attitudes selected were: (1) attitudes toward personal democratic behavior; (2) attitudes toward liberal social actions; (3) attitudes toward defined racial and national groups.

The teachers selected for observation were matched in terms of ability, but they employed different teaching methods. In order to make a further comparison of the teachers involved in the experiment, they were asked to check statements of philosophy which would reveal their attitudes and opinions. The checked statements showed that both groups were liberal with respect to many social and educational values but were in essential disagreement in some important aspects of democratic behavior.

The limitations of the study necessarily affect the nature of the conclusions which can be drawn. However, the fact that one of the limitations, the short 4-month period, did not operate to facilitate significant statistical "backing" of the conclusions is a factor to be considered. Nevertheless, the following conclusions seem justified: (1) Present school children are generally woefully lacking in democratic attitudes. (2) Typical teaching procedures do virtually nothing to develop democratic attitudes. (3) There is experimental evidence to support the conclusion that superior teachers, using democratic procedures, have a measure of success in establishing democratic attitudes.

57. Greenberg, Bradley S. "Operation Abolition vs. Operation Correction". Audiovis. Comm. Rev., 1963, 11(3), 40-6.

Each of four groups of students were shown the HUAC (OA) and ACLU (OC) films in this order: OA, OA-OC, OC-OA, OC. The purpose was to discover the effects of the films individually and together and find out if order of viewing had any effect. A set of belief items indicated that each film shown alone had the intended effect, while showing OC with OA reduced beliefs to a more negative level than OC alone. This effect was significantly better when OA preceeded OC, but changes were in the same direction regardless of sequence. The semantic differential showed a significantly more negative attitude toward the HUAC in the three groups whose viewing included the OC film.

58. Greenberg, H. Pierson, J. & Sherman, S. The Effects of Single-Session Education Techniques on Prejudice Attitudes. J. educ. Sociol., 1957, 31, 82-86.

The purpose of this study was to test the effectiveness of several single-session techniques in changing prejudice attitudes. The subjects were 290 students in seven Intro to Psychology classes, Texas Tech.

College. Using the California E Scale, the experimenters did a test-retest following one of four experimental conditions: (1) Lecture-"Dynamics of Prejudice," (2) presentation of a debate on the topic, (3) a "buzz session", (4) control-no presentation.

The result was no significant change; the authors concluding that the single-session technique is insufficient to alter attitudes, at least as used in this study.

59. Gundlach, R. Effects of on-the-job Experiences with Negroes upon Racial Attitudes of White Workers in Union Shops. Psychol. Rep., 1956, 2, 67-77.

"In the guise of a city-wide public opinion poll, a study was made of racial feelings and attitudes of 118 white women working in factory, sales, and office positions varying in degrees of contact with Negroes. Much less anti-Negro prejudice was found than had been reported previously with samples from the general population and from 'integrated' and 'non-integrated' housing projects. The subgroups having the highest culture, education, and social aims, the office workers, and those who came into contact with similarly cultured and educated Negroes, showed the most derogatory and hostile feelings toward Negroes, and were most anti-union. It seems possible that the lower level of prejudice found in this study can be accounted for not simply by the physical association and work experience with Negroes, but primarily because the experience was systematically enforced and interpreted in economic and democratic terms by the union, and formally fostered as official policy by the state government." (NY) (p.77).

60. Gupta, G. C. A Study of Authoritarianism and its Relation With Tolerance of Ambiguity of Frustration in Four Groups. J. Psychol. Res., Madras., 1963, 7, 21-7.

Authoritarianism as measured by a modified California F Scale is inversely related to tolerance of ambiguity in all the samples. This is not so with frustration tolerance. Higher correlation was found in university students. Clerks had higher frustration tolerance and authoritarianism.

61. Haggard, E. A. "Socialization, Personality & Achievement in Gifted Children." Sch. Rev., 1957, LXV, pp. 388-414.

N..initially: 76; "core": 45. 3 test periods: Grade 3, ages 8-9
Grade 9, ages 14-15.
Most from upper middle calss professionals. 7 year project. "Average" between 90-95 percentile on national norms.

Assume: Academic achievement is one of the by-products of socialization process. The level and pattern of academic achievement is related to how an individual perceives his world and relates to it. (Found evidence.)

(Pressure in this setting for academic achievement from parents, teachers, peers. Learning difficulties characteristically have "emotional problems" which must be dealt with to alleviate learning difficulties.)

Findings: (1) if carried to excess, socialization pressures cripple child emotionally and intellectually. (2) as a child matures, he learns to respond to himself and to his environment in characteristic ways...he develops a personality structure which serves to regulate the whole range of his experiences and behaviors...academic skills responded to in different ways by different children.

Parents and teachers exert pressure to get children to learn "on schedule."

The art that parents and teachers need to perfect involves the applying of socialization pressures compatible with the child's current perception of his world and of himself in relation to it, and with his emotional and intellectual capabilities at the time.

High general achievers (performed at hight level on all tests), Grade 3 accept adult critics and strive to live up to expectations. By Grade 4 those who remained high academic achievers continued to strive toward adult standards of behavior but had developed strong antagonistic attitudes toward adults. At the same time they showed a marked increase in the level of their anxiety and a corresponding decrease in their intellectual originality and creativity.

Expert uniform high achievement may result: (1) distaste for subject or school and learning in general; (2) unnecessary feelings of inadequacy because they don't live up to expectation; (3) dissipation of only genuine talent because expected to do everything well.

Final conclusion: high achievers in arithmetic showed cluster of personality and intellectual characteristics very much desired in our society. Healthy ego, independence, good interper., creative, flexible, abstract symbols and relations.

Our findings indicate that the best way to produce "clear thinkers" is to help children develop into anxiety-free, emotionally healthy individuals who are also trained to master a variety of intellectual tasks.

62. Haggstrom, Warren Conrad. Self-Esteem and Other Characteristics of Residentially Desegrated Negroes. Dsstn. Abstr., 1963, 23, 3007-3008.

The purpose of this study was to investigate the differential effects of segregation and desegregation on the Negro. 60 Families, half of whom were segregated, the rest desegregated, participated. The results indicate Negroes from desegregated neighborhoods: (1) have higher self-esteem; (2) have greater identification with their neighbors; (3) find being an American more important than being a member of a particular religion or race; (4) tend to be less hostile toward white persons and Negroes; (5) are less accepting of the existing racial relations pattern than are matched segregated Negroes.

63. Hart, I., Maternal Child-Rearing Practices and Authoritarian Ideology. J. abnorm. soc. Psychol., 1957, 55, 232-236.

The primary purpose of this study was to investigate the way in which the mother's authoritarianism affects her selection of behavior control techniques in a variety of socialization situations.

The main results of the study are as follows:

1. As predicted, authoritarians show a consistent tendency to select more non-love oriented and fewer love-oriented responses than nonauthoritarians.

2. There are significant variations in the proportion of love and non-love-oriented responses selected as a function of the behavior area involved. Thus, aggression and independence involve behaviors that provoke more non-love-oriented responses, whereas sex and dependency behaviors call forth fewer non-love-oriented responses.

3. There is no significant interaction between authoritarianism and behavior area. That is, in terms of the a priori classification of items into 6 different areas, authoritarianism does not discriminate significantly better in one area than in another.

It is quite possible, however, that different item arrangements would show that the authoritarians' relative preference for non-love responses is to some extent conditioned by the situation.

64. Hartmann, George W., Democratic Behavior and the Educative Process. Rev. educ. Res., 1949, 19, 21-31.

The problem was to determine how the average child grows in his understanding and use of the democratic idea and to ascertain with what factors various levels of democratic conduct are correlated.

Through the use of systematic interview, questionnaires, and prolonged observations in four different communities, elementary and secondary pupils from all 12 school grades and adults in the same community were tested.

In the free association test to be the stimulus word "democracy" adults ranked below high school students in the proportion of insightful responses. There was a steady increase in the number of significant words used, from one in grade 3 to eleven in grade 9.

The school children as a group tended to look upon racial and religious intolerance as the most characteristic form of undemocratic behavior indulged in by themselves and others. The American educational system tends to identify the democratic personality with any manifestation of preferred behavior.

65. Havighurst, Robert J. Psychological Roots of Moral Development: Discussion. Catholic psychol. Rec., 1963, 1, (1), 35-44.

Moral development is a lawful process, but much more complex than mental development which results from training in the home, personal emotional relations first with parents and then with other people, social roles learned in reference groups, and training analysis of moral situations, many of which are social. Despite its stability, moral character leads to moral behavior which can be predicted only in general terms.

66. Heilbrun, Alfred B., Jr. Prediction of First Year College Drop-Outs, Using ACL Need Scales. J. counsel. Psychol., 1962, 9 (1), 58-63.

Results of the Adjective Check List administered to 63 college females who dropped out of college at the end of their freshman year, and 106 who returned for further work indicate that the drop-out rate is significantly on the Heterosexuality and Change scales and lower on the Achievement, Endurance, and Order scales. No significant differences were found between the two groups on the Affiliation scale.

67. Hereford, Carl F. Changing Parental Attitudes Through Group Discussion. Austin, Texas: U. Texas Press, 1963.

Report of a project set up to develop a better method of helping parents with parent-child relations. Project's goal was a method having greater potential for producing attitudinal changes than prevalent methods based on lectures and printed materials. The method for an experimental group of parents involved group discussion meetings conducted by especially trained nonprofessional leaders. Three control groups included parents attending a lecture, parents registered but not attending, names of parents selected at random from the school lists. Evaluation included initial and final measurement on parents (attitude surveys and interviews) and their children (sociometric and teacher ratings). The primary hypothesis, that the group discussion method would produce greater positive changes in attitudes and behaviors is supported by the data presented. All aspects of the project are discussed in detail.

68. Hill, A. H. Credibility, Discrepancy and Latitude of Communication as Dimensions of Dissonance Influencing Attitude Change. Austrln. J. Psycho., 1963, 15, (2), 124-32.

This study tests the derivation from Festinger's dissonance theory that in situations where disparity is perceived between a person's opinions and the opinion expressed by a communicator, cognitive dissonance will occur, and the individual will attempt to reduce the dissonance by any means possible, one of them being changing his own attitude. Where perceived disparity is greater the attitude change produced will be greater. Using questionnaires with Australian high school students the two measures of opinion change used were consistent in supporting the hypothesis for each of the three dimensions studied.

69. Horowitz, M. & Perlmutter, H. The Discussion Group and Democratic Behavior. J. soc. Psychol., 1955, 41, 231-246.

This paper was concerned with the examination of some aspects of the discussion group (interpersonal factors, group factors, personality factors) and the democratic and anti-democratic forces that exist in it.

All 3 factors, embodying most of the usual group behaviors, are seen to be anti-democratic. It is shown that in all cases different behaviors are possible and with a different perspective these factors can be viewed as democratic forces.

70. Hoyt, Elizabeth E. The integration of Indigenous Groups: Problems and Government Policies. Wrld. ment. Hlth., 1963, 15, (1), 30-36.

Examples are given to show that because we see very clearly the advantages of our own culture, but see neither our limitations nor the values that others have and lose when they come into close contact with us, government policy on integration is usually confused...halting ..., and without insight.

71. Jaffe, Ruth. Group Activity as a Defense Method in Concentration Camps. Israel An. Psychiat. Rel. Disc., 1963, 1, 235-43.

In the light of two cases that survived the horrors of concentration camps, it was found that among the methods employed to survive, activity in the form of making a group accomplished by the phantasy of creating a holy order was important. The characteristics of this group activity are discussed.

72. Jahoda, G. The Development of Children's Ideas About Country and Nationality: I. The Conceptual Framework. Brit. J. educ. Psychol., 1963, 33, (1), 47-61.

144 Children (three in each combination of two social classes, two schools, two sexes, and six age levels) were quizzed on relationships among Britain and countries and cities within it. Sample answers are given, as are scoring procedures. The emergence of national identification is described, indicating the major sources of initial confusion.

73. James, H. E. O. Personal Contact in School and Change in Intergroup Attitudes. Int'l. soc. Sci. Bull., 1955, 7, 66-70.

Using interviews as a means of assessment, James reports a study employing two African teachers to check the effects of personal contact upon the ethnic attitudes of 11 to 15 year olds. James reports that by means of ratings from "unguided" interviews, a significant positive change was found in the experimental group, while no such change occurred in a control group.

James concludes that while the attitudes did change "for the better," (and this change was reportedly quite stable as assessed by a retest 6 weeks later after the post test) the new attitudes were stereotyped, with the positive attributes of the teachers generalized to all Africans. But he goes on to state, "at least it can be said that the new stereotypes, being favourable to Africans, were likely to lead to the seeking rather than avoiding of contacts..." (p.70)

The conditions of contact were admittedly as controlled as possible for a favourable outcome. The teachers were screened thoroughly, the school setting was chosen as an "ideal climate," and the students were chosen as having had little or no previous contact with Africans. Length of contact - "a fortnight."

74. John, Vera P. The Intellectual Development of Slum Children: Some Preliminary Findings. Amer. J. Orthopsychiat., 1963, 33, 813-822.

This study examines certain patterns of linguistic and cognitive behavior in a sample of Negro children from various social classes.

Three major levels of language behavior--labelling, relating, and categorizing--were analyzed. Consistent class differences in language skills were shown to emerge between groups of Negro children of different socioeconomic class.

75. Johnson, D. M. & Smith, H. C. Democratic Leadership in the College Classroom, Psychol. Monogr., 1953, 67, (11).

The purpose of this study was to test the hypothesis that classes under democratic leadership are more effective than lecture classes in (a) developing favorable evaluations of the class, (b) promoting acceptance of group decisions, (c) developing democratic attitudes toward group processes, and (d) improving ordinary academic achievement.

SUMMARY: Evaluations of the class and acceptance of group decisions were significantly more positive in one democratic class compared with its matched lecture group, than in the other. For the other democratic group, the results were negative, but not significantly so. The difference in the results for the two democratic groups appeared to be due primarily to the fact that the negative group became preoccupied and dissatisfied with the grading system which it had set up. Individually, those students who were selected sociometrically as informal leaders were most favorable toward the democratic class. This selection was significantly related to the extent of overt participation in the class.

Democratic attitudes did not change significantly in any of the classes and there were no significant differences between any groups. Democratic attitudes were measured by a scale developed for this project. The data suggests that democratic attitudes became more homogeneous in the experimental or democratic group than in the lecture group. Both democratic groups made greater achievement gains than did their matched lecture groups, but the differences were not statistically significant.

SUGGESTED HYPOTHESIS: The most effective class is one in which: (a) the content is organized to facilitate team activities,(b) some group reward is employed in the grading system, (c) the instructor maintains a warm, objective relationship with the students and delegates considerable authority to the class.

76. Johnston, Ruth. A New Approach to the Meaning of Assimilation. Human Relat., 1963, 16 (3).

The author first distinguishes between external (adoption of language, dress, customs, etc.) and subjective (identification with language,etc.) assimilation, then describes a study of Polish immigrants to Australia both country and city dwellers. Results of this personal interview design reveal that language and nationality, which host countries, such as Australia, see as the final step in assimilation, are at best only aspects of an external rather than subjective assimilation.

77. Kahn, R. L. Social Attitude and Convulsive Therapy. J. nerv. ment. Dis., 1960, 130, 187-192.

An interesting,yet difficult study to evaluate, was reported by

Kahn, Pollack, and Fink (1960). They noted that patients who were undergoing convulsive therapy showed a significant increase in conventionalism, rigidity, and stereotypy, using the California F scale to measure these attitudes.

This increase differed significantly from a control group who received only subconvulsive electrical stimulation. This increase, however, was not lasting as the pre and post tests were not significant upon testing two weeks after treatment had ceased.

78. Kamin, L. J. Ethnic and Party Affiliations of Candidates as Determinants of Voting of Some Jewish-Canadians: A Study of Method. Candn. Psychol., 1963, 4a, (4), 137-42.

Within the context of a public opinion poll before a genuine parlimentary election, Jewish respondents were asked to choose among 3 fictitious candidates for a fictitious office. The name of one of the fictitious candidates had Jewish ethnic connotations. There was a marked tendency to overchoose the Jewish candidate, even when the fictitious candidates were assigned political parties.

79. Katz, I., and Cohen, H. The Effects of Training Negroes Upon Cooperative Problem Solving in Biracial Teams. J. abnorm. soc. Psychol., 1962, 64, 319-25.

It was hypothesized that with assertion training the Negro half of a two-man biracial team would achieve a higher level of competence than one who received no training. In a problem solving situation both subjects were given different information so that each could solve the given problem half the time. With assertion training Negro influence increased and the Negro himself became more objective in his view of his partners solutions. Additional findings, downgrading of partner's ability and rejection as a future co-worker by whites in the Assertion Training condition, suggest that the display of confidence and ability shown by the Negro with training was ego threatening to the white.

80. Katz, Irwin, and Greenbaum, Charles. Effects of Anxiety, Threat, and Racial Environment on Task Performance of Negro College Students. J. abnorm. soc. Psychol., 1963, 66, 562-7.

This study was designed to examine the effects of variations in level of general anxiety, racial environment, and degree of personal threat on the performance of Negroes. The subjects were 115 Negroes, Fisk University students, who individually performed a digit-letter substitution task in the presence of an administrator and a confederate, both of whom were either Negro or white. The results indicated that in a mild threat condition, Negro subjects worked better in the presence of a white administrator and confederate than subjects who were in a Negro setting. But in a highly stressful condition, this relationship was reversed.

81. Kelman, H.G. Compliance, Identification, and Internalization: Three Processes of Attitude Change. J. conflict Res., 1958, 2, 51-60.

Kelman reports this study of an attempt to measure the effectiveness of three levels of influence on attitude change. The subjects were Negro college freshmen and the attitude in question concerned the Supreme Court decision (1954) on segregation. The persuasive message was as follows: "If the Supreme Court rules that segregation is unconstitutional, it would still be desirable to maintain some of the private Negro schools as all-Negro institutions, in order to preserve Negro culture, history, and tradition." Prior to testing, a survey had indicated that the majority of subjects would oppose this. The three experimental influencing conditions were: (1) "means-control" persuasion presented by "president of the National Foundation for Negro Colleges," (2) "Attraction," wherein the persuader introduced as "a senior and president of the student council in a leading Negro university,"(3) "credibility," presented by the persuader as a "professor of history in one of the country's leading universities and one of the top experts on the history and problems of minority groups." A fourth persuader, a control, was an "ordinary citizen," a white man with a southern accent from Mississippi. Changes in attitudes from the three experimental conditions were attributed to compliance, identification and internalization respectively. In order to test for strength of influence the subjects were tested under three conditions: (1) the test administered immediately following the presentation--subjects used names on tests and were told they would be questioned (salience and surveillance), (2) salience but non-surveilance (anonymous), (3) non-salience and non-surveillance two weeks later and anonymous. The differences between the three testings (each to different groups) formed the basis for the following supported hypotheses:

1. Attitudes adopted from a communicator whose power is based on means-control will tend to be expressed only under conditions of surveillance by the communicator. (compliance).
2. Attitudes adopted from a communicator whose power is based on attractiveness will tend to be expressed only under conditions of salience of the subject's relationship to the communicator. (identification)
3. Attitudes adopted from a communicator whose power is based on credibility will tend to be expressed under conditions of relevance of the issue regardless of surveillance or salience. (internalization)

82. Keller, Suzanne. The Social World of the Urban Slum Child: Some Early Findings. Amer. J. Orthopsychiat., 1963, 33, 823-31.

This paper compares selected aspects of the after-school and home activities of a sample of poor Negro and Caucasian children currently attending first and fifth grades in New York City Public Schools. Discussion centers on factors that distinguish family life, self-images and recreational activities of these children from those of their middle-class peers, with whom they must compete in school. The findings indicated that white and Negro children alike came from large families living in crowded quarters whose range of activities are limited to movies, T.V., and play with other children. Adult contact was practically non-existent for at least one-half of these children. This constriction of experience and poverty may account for the below normal I.Q. scores for the groups. Races were separated by larger families among Negro children, one-half of their fathers were "breadwinners" as opposed to nine-tenths for the white children, three times as many Negro as white families were living on welfare, and the white parents were better educated.

83. Kerr, Willard A. Psychology of the Free Competition of Ideas. J. soc. Psychol., 1950, 31, 261-269.

"The psychological communality of all freedom concepts is free competition of ideas or freedom of expression." The author offers the view that psychologists should appreciate the significance of the freedom concept which focuses the objective of psychology on assisting man to understand and so ethically exploit himself as to contribute most to the evolution of the best life for man everywhere.

84. Killian, L. M., & Haer, J. L. Variables Related to Attitudes Regarding School Desegregation among White Southerners. Sociometry, 1958, 21, 159-164.

The authors interviewed 536 whites in Tallahassee, Florida, dividing them into four catagories according to their personal views of the 1954 court decision on desegregation: "acceptors" (12.5%), "compliers" (11.75%), "delayers" (56.90%), "resisters" (17.16%).

The acceptors were predominately professional or persons in managerial positions while resisters were predominately manual or service workers with less than 12 years of schooling. Sex and personal involvement with children did not distinguish the groups. Acceptors agreed with questions on civil rights, resisters did not. In contrast to acceptors, resisters believed in a basic, inherent mental and moral inferiority in Negroes. Acceptors were younger in age than the resisters.

85. King, B.T. & Janis, I. L. Comparison of the Effectiveness of Improvised Versus Non-Improvised Role-playing in Producing Opinion Change. Human Relat., 1956, 9, 177-187.

King and Janis report an experiment to determine the effects of "improvisation" in producing attitude and/or opinion change in role playing. Using a five-question inventory on attitudes toward college students being drafted (length of service, changes of deferment, chances of becoming officers), they compared three groups by pre and post tests. One group read counter-attitude paper silently, a second read publically, and the third group had to improvise a counter speech after reading the paper.

The change in the "improvising" group was significantly greater than the "silently" reading group (the control) but the "public reading" did not differ significantly.

86. Klineberg, Otto. Negro-White Differences in Intelligence Test Performance. A New Look At An Old Problem. Amer. Psychologist, 1963, 18, 198-203.

This article defines the issue of Negro-white differences on intelligence tests and reviews the literature arguing both for and against "some native differences". The author rebuts the arguments offered by those who have claimed to find evidence for ethnic differences in innate mentality, and concludes that there is no scientifically acceptable proof that any such differences exist.

87. Koenig, F. W. & King, M. B. Cognitive Simplicity and Prejudice. Soc. Forces, 1962, 40, 220-222.

This study attempted to show a relationship between prejudice and thought simplicity. The experimentors rated the subjects (175 college students) on prejudice on the basis of personal interviews, responses to questions on Negro admission to campus activities and facilities, and by a check list (ten unit Crespi thermometer) representing their attitudes toward "integration." The students were also asked to state what they thought the average student would check on this attitude scale. Cognitive simplicity was determined by the comparison of the student's self-rating with his rating of the average student, as this differed from the "real" average.

The results support their hypothesis of a relationship between prejudicial attitude and cognitive simplicity.

88. Kohlberg, Lawrence. The Development of Children's Orientations Toward a Moral Order: I. Sequence in the Development of Moral Thought. Vita Humana, 1963, 6 (1-2), 11-33.

Based on tape recorded interviews with groups of boys aged 10, 13, and 16, in which hypothetical moral dilemmas were presented, a sequence of moral development is worked out. Six types or modes of thought were patterned out, the two less mature decreasing with age while the four more mature modes increased with age. The interpretation of the findings is that "these types of thought represent structures emerging from the interaction of the child with his social environment, rather than directly reflecting external structures given by the child's culture. This interpretation is in keeping with the notion that higher modes of thought replace the lower modes and are reorganizations of the preceding types.

89. Kogan, Nathan. Authoritarianism and Repression. J. abnorm. soc. Psychol., 1956, 53, 34-37.

With few exceptions, investigators have focused upon the cognitive styles of ethnocentric and authoritarian individuals. Generally overlooked is the tendency to repress, one of the most basic features asserted to be typical of authoritarian personalities.

This present study is an examination of the relationship between repression and authoritarian and ethnocentric attitudes. A group of male freshmen college students filled out the California E and F scales and then participated in an auditory perception experiment in which they were asked to identify a series of noise-masked self-disparaging sexual and aggressive sentences and neutral control sentences.

The interpretation of the experimental results stressed the greater "threateningness" of the stimuli for the authoritarians. Differences in perceived threat were, in turn, attributed to the manifestation of stronger repressive tendencies in the authoritarian subjects.

90. Kraus, S. Modifying Prejudice: Attitude Change as a Function of the Role of the Communicator. Audiovis. Comm. Rev., 1962, 10, 14-22.

The purpose of this study was to test whether a recorded television presentation could reduce prejudice, and if so, would it be most effective having (1) all white cast, (2) all colored cast, or (3) a combination of white and colored.

The subjects were 525, 11th grade students. Pre and post scores for prejudice were obtained using the Negro-sub-scale of the California E scale. The experimental condition consisted of an eleven minute presentation using four versions.(PLOT: Two high school teachers attempted to secure admittance of a Negro student in a white, private college (the same in each case.)). The casts consisted of (1) two whites, (2) two Negroes, (3) and (4) two versions of white-Negro, with the roles reversed.

The latter two versions produced significant change in the predicted direction while the first two (all white and all Negro) did not.

This study appears to support the idioms, "Practice what you preach," or, "Actions speak louder than words."

91. Kutner, B. Patterns of Mental Functioning Associated with Prejudice in Children. Psychol. Monogr.,1958, 42, 460-480.

On the basis of the following, Kutner concludes that the mental characteristics of prejudiced and unprejudiced children are in distinct contrast.

The subjects, 34 girls, 26 boys, 7 years old, in second grade in a Massachusetts school, were broken into 2 groups: less prejudiced (42), and more prejudiced (18): on the basis of "groups of tests, interviews and ratings concerned with the function of higher mental processes."

On the basis of 3 tests: "generalization (concept formation)," deductive reasoning, and mental flexibility: Kutner characterizes the following:

Prejudiced child	Unprejudiced child
1. rigidity	1. flexibility
2. overgeneralization	2. realistic generalization

Prejudiced child	Unprejudiced child
3. categorization and dichotomizing	3. individualizing
4. concretization	4. abstraction
5. simplification	5. retention of complexity
6. furcation	6. retention of totality
7. dogmatism (omniscience)	7. lack of dogmatism
8. intolerance of ambiguity	8. tolerance of ambiguity

92. Lana, Robert E. Controversy of the Topics and the Order of Presentation in Persuasive Communications. Psychol. Rep., 1963, 12, 163-70.

Working with groups of students exposed to topics of high and low controversy, a significant primary effect was discovered for the high controversy group of college students but no effect for the low controversy group. Among high school students there was no directional effect in either group, although there was greater opinion change in the high controversy group. (These differences between high school and college students were explained as differences in sophistication of social issues). The hypothesis was felt to be supported, (at least for the college group), that significant primacy effects operate in a high controversy topic as compared with a topic of low controversy.

93. Lana, Robert E. Interest, Media, and Order Effects in Persuasive Communications. J. Psychol., 1963, 56, (1), 9-13.

This study was designed to test the hypothesis that "a significant primacy effect will result under the condition where subjects are greatly interested in the topic of the communication, and a significant recency effect will result under the condition where the subject's interest in the topic is minimal." Students were divided into two groups one of which heard tapes and one of which had read to them pro-con and con-pro arguments concerned with integration. The results were insignificant.

94. Lana, Robert E., and Rosnow, Ralph L. Subject Awareness and Order Effects in Persuasive Communications. Psychol. Rep., 1963, 12, 523-529.

The purpose of this study was to investigate the primacy-recency effects of "hidden" and "exposed" pretests. 128 students were administered the test. Half received it as part of a regular examination, the pretest questions being scattered in among those of the examination, and half received it during a regularly scheduled period as a separate part of the hour's activities. The results show little effect from the order of argument presentation.when the pretest is "exposed" but a significant primacy effect when it is "hidden". It was concluded that simple effects may be unrealistic as indicators of opinion change in "natural" situations.

95. Lawson, Edwin D. Development of Patriotism in Children: A Second Look. J. Psychol., 1963, 55, 279-86.

Using an adaptation of the Horowitz test of patriotism, 1040 children in grades K - 12 were interviewed in two upstate New York communities. Compared with children interviewed 25 years earlier by Horowitz, children recognize flags at an earlier level; the U.S. flag is liked consistently at a high level; the U.S.S.R. flag, rejected. This is apparent from even the earliest grades. Appreciation of the U.S. flag begins at a low level in kindergarten, but shows a steady increase. At high school it is in the same range as the U.S. flag, although that of the U.S. does tend to be slightly higher. Several interpretations were offered to explain the data involving differences in location, size, and year of the two samples. An additional point was made concerning the role of T.V. in helping to shape children's attitudes.

96. League, Betty Jo. Conformity Behavior as a Function of Self-Value, Confidence Alterations, and Perceived Childhood Experiences. Dsstn. Abstr., 1963, 23, 2591-2.

Two experiments were designed to investigate the several factors that may be related to conformity. In the first, a success and failure group were administered the Anagram Test. Each subject was then placed in a situation where a recording simulated the "other three members" of his "group". After subject had heard them, he would likewise respond to the question. "Men gave significantly more weight to their own perceptions than did women. High self-value was found to be inversely related to conformity. In the second, a conformity questionnaire was administered to a group of subjects. The following resulted from the childhood experience scale: Persons recalling adult models as having been adequate and successful tended to yield more to social influences"; nurturance was emphasized more by men in their descriptions than by women; although the interrelationships between the factors were generally complex, discipline emerged as a fairly independent factor.

97. Lehmann, I. H. Critical Thinking Ability, Attitudes and Values Among College Students. J. tchr. Educ., 1963, 13, 376-85.

Student differences were investigated among those attending a Presbyterian college, Congregational college, and a large state university. The following conclusions were drawn: there is a statistically significant difference in critical thinking ability among both males and females at the three institutions, in stereotypic beliefs among males, in perception of God and the Bible among females; there is no significant difference in either dogmatism or in traditional values among males and females, in stereotypic beliefs among females, in perception of selected religious concepts among males.

98. Lehmann, Irvin J. Changes in Critical Thinking, Attitudes, and Values from Freshman to Senior Years. J. educ. Psychol., 1963, 54, 305-15.

"To investigate changes in critical thinking ability, stereotypic beliefs, dogmatism, and values, a battery of cognitive and affective measures was administered to 1051 students as freshmen and then as seniors. The data were considered separately for males and females.

The principle findings were: (a) there is a significant decrease in stereotypic beliefs and unreceptivity to new ideas; (b) seniors are more "outer-directed" than they were as freshmen; (c) there is a significant improvement in critical thinking ability, and (d) seniors are not more homogenous in certain attitudinal traits than freshmen. It was also shown that most of the changes took place during freshman and sophomore years."

99. Lehrman, N. W. Anarchy, Dictatorship, and Democracy Within the Family, a Bio-social Hierarchy. Psychiat. Qtly., 1962, 36, 455-474.

This paper seeks to investigate family roles and interactions as a means of fostering mental health. The author discusses the family as a hierarchy with the man at its head, and the types of families, (anarchic, dictatorial, and democratic), and the effects of each on family members. He follows with four case histories which demonstrate the need for a full understanding of the family hierarchy in terms of its social role.

100. Levonion, Edward. Opinion Change as Mediated By an Audience-Tailored Film. Audiovis. Comm. Rev., 1963, 11 (4), 104-13.

"The purpose of this study was to determine the change in opinion mediated by a film whose development was based on the prefilm opinions of a sample similar to the one used in the current study". The subjects, all students, were divided into three groups--E_o, E_1, and C. One week after administering a 29-item opinion, 7 item information questionnaire to all three, groups E_o and E_1 were shown a film developed out of the questionnaire. The C group received a test-retest treatment with an interval of one week, and were not shown the film. Retests were given to E_o immediately after the film, and to E_1 one week after." Relative to the control group, the experimental group showed large changes in opinion (C.R. of 23.85 and 12.60).

101. Lewis, Dorothy Grace. A Study of Motivational Basis of Anti-Negro Prejudice in a Southern Sample. Dsstn. Abstr., 1962, 23, 338.

The author investigated the general hypothesis "that an ethnic attitude may develop independently of ego-defensive needs in an environment that is highly supportive of that attitude" by administering the Anti-Negro Prejudice Scale to college students and their parents in both a northern and a southern sample. The general hypothesis was not supported by the results, nor was there any indication of dissimilarity between northern and southern whites in the motivational level at which anti-Negro prejudice is formed.

102. Lewis, Ingrid. An Inquiry Into Student Attitudes. Bull. Maratime Psychol. Ass., 1962, 11 (2), 54-7.

Do expressed attitudes concerning an honor system lead to consonant subsequent behavior relative to reporting of teachers' grading errors? Behavior was found to be discrepant with attitudes, although level of aspiration was not considered. (Psychol. Abstr.)

103. Lichter, Solomon O., Rapien, Elsie B., Seibert, Frances M., and Sklanshky, Morris A., M.D. The Drop Outs. N. Y. The Free Press of Glencoe, 1962.

A three year treatment study. N: 105 (45 girls, 60 boys). 25 Chicago High Schools. 1954-1958, with I.Q. 90 or better. Had indicated desire to drop out.

HYPOTHESIS: Social and emotional problems are the ultimate factors in many school drop-outs...need for intensive treatment.

"Almost two-thirds (see p.252) of the boys, as compared with less than one-third of the girls, had histories of malfunctioning from grade school on. For about half of the boys with school problems the first difficulty had manifested itself by the fourth grade, and for many, problems recurred or spread to other areas of school functioning during grade school. At High School entry these boys were handicapped because they were older than the usual freshmen and retarded in basic reading and computational skills. Among the 39 boys with grade school difficulties, (79% - underachieving; 62% - misbehaving in classroom; 40% - problems in more than one area of school functioning.) (p.60).

"...the girls managed relatively well in elementary school and became rebellious and aggressive about the time of High School entry." (social pressure to be good from ages 7 to 12 effective with girls).
"...the boys continued to have the same problems as in elementary school because school remained an area for expression of conflict and rebellion." (p.63).

School often spots troubled child; calls parents, etc. Some teachers try to modify their handling--others become more punitive and less helpful. Need for understanding,et.

"In the classroom the teachers lack the time to respond to the individual needs of a great many pupils, but more important they have been trained as teachers and not as therapists." (p.64).

"For all of the project students, the efforts of the school to cope with the problems were ineffectual in correcting them or halting the spread of their malfunctioning....schools need to have more resources for psychological study and to use them immediately to determine the nature of a youngster's problems." (p.64).

Discussion of emotional component in learning...of importance of teacher-student interaction...importance of "significant others" etc.

"Emotional problems were the major cause of the school difficulties and the resultant school leaving." (p.248).

"Three-fourths of them (boys) had academic problems (usually underfunctioning) in grammar school, and one-half were already in trouble by the fourth grade. Failures of certain subjects and the notation "grade repeated" were frequently found in their elementary school records. When these boys reached secondary school, they were deficient in basic reading and computational skills." (p.252)

"The children with school and personality problems will be shifted from the schools to the community where we are less effective in dealing with them....for our intellectually capable children there is education only for those who are problem free." (p.268).

104. Lidy, Theodore. The Family and Human Adaptation. New York City, International U. Press, 1963.

Through comprehension of the family's role in mediating between man's genetic and cultural heritage, a fusion of biological and cultural orientation can be achieved. Despite the instability and discontinuity of the nuclear family, its very isolation from the extended kin group favors responsiveness to rapidly changing adaptive techniques. The essential dynamic structure of the family rests upon the parent's ability to form a coalition, maintain boundaries between generations, and adhere to appropriate sex-linked roles. A requisite function of the family is to transmit the culture's basic adaptive techniques, particularly linguistic meanings. Schizophrenics received a confused grounding in linguistic meanings, limiting their adaptive capacities and permitting them to escape from insoluble conflict by abandoning the meaning systems of their culture.

105. Linton, Harriet, and Graham, Elaine. Personality Correlates of Persuasibility. In Carl I. Hovland and Irving L. Janis (Eds.), Personality and Persuasibility.

Fifty-two male college freshmen, 85% of them Jewish, were given a 3-item opinion-change test. On the basis of answers to 2 of these 3 items, subjects were classified as changers, non-changers, or negative changers. These 3 groups were compared with respect to their responses to: an auto-kinetic situation, the Tilting-Room Tilting-Chair Test, a version of the Embedded Figures Test, an inner-directed vs. other-directed questionnaire, a personality questionnaire, items from the authoritarian personality questionnaire (anti-Semitic items omitted), human figure drawing, and Rorschach.

It was concluded that persuasibility is not an isolated phenomenon, but is rather the product of certain underlying attributes of the personality. Personality patterns apparently make a person more or less susceptible to influence in a wide variety of situations, whether the influence arises from the structure of the external field, from another person, or from a written communication.

106. Leckie, J. T. Self-Image of Competence, Peer-Relations, and Anomie in a Group of Tenth-Grade Girls. Dsstn. Abstr., 1960, 20, 3872.

Leckie reports a study designed to test whether "three aspects of personality: self-image, values, and peer-relations, vary systematically with each other."

Using 292 girls from an industrial high school, Leckie tested the above hypothesis, with a card sort "based on the Foote & Cottrell concept of competence in interpersonal relations," a pencil-paper anomie test, and a sociometric paper-pencil test as the respective measures.

Leckie's results appear to support a hypothesis of co-variance.

107. Lerner, M.J. Some Factors in the Organization of Values. Dsstn. Abstr., 1960, 20, 3418.

Lerner's study of the relationship between roles and value organization concluded that "roles are a significant determinent of human evaluative behavior." The subjects (30 undergrads.) were given "six series of 4 items each" which were designed by the experimenter to make the student "describe (his) preferential order of values while 'acting' in different roles."

Lerner also administered the F scale and concluded that "people manifesting the highest and lowest scores on the measure of 'authoritarianism' tend to be the least sensitive to situational demands for flexibility in evaluative behavior."

108. Lieberman, S. The Effects of Change in Roles on the Attitude of Role Occupants. Human Relat., 1956, 9, 385-403.

Lieberman's study presents rather convincing evidence of the impact on attitude of one's role. In a study designed to test whether the role one is in determines his attitudes or visa versa, if attitude determines one's role, Lieberman investigated the attitudes of factory workers toward management and union, as workers were placed in positions of foreman and then back again in the normal shift of position due to production and turn over.

109. Lombardi, Donald N . Factors Affecting Changes in Attitudes Toward Negroes Among High School Students. Dsstn. Abstr., 1962, 23, 1413-4.

Subjects in a Maryland school were tested two months before and again seven months after the start of integration with the Attitude Toward the Negro scale. A Kansas control sample was tested concurrently. No significant mean change occurred in either group, so selected variables were analyzed. The analysis indicated: the higher the education of the mother or the higher the student I.Q., the more likely a change toward favorable; students whose grades had dropped became less favorable in their attitude toward the Negro than they had been.

110. Lott, Albert J., and Lott, Bernice E. Negro and White Youth: A Psychological Study in a Border-State Community. New York, Holt, Rinehart, & Winston, 1963.

The authors "have taken a look at a group of high school seniors, their aspirations, their hopes for themselves, and their future families, their attitudes toward education and aspects of contemporary society.

Within our findings can be discerned both a significant pattern of motivational differences between Negro and white youth and an equally important area of commonality in their evaluation of a number of human pursuits and objectives. It appears that there is a general 'community culture' which can penetrate the barrier of segregation. This is especially true when the interaction between Negro and white is between males, and between those with similar socio-economic status or personal prestige". Several research and objective type questionnaires were utilized in this study. (Psychol. Abstr.)

111. Lyle, W. H. and Levitt, E. E. Punitiveness, Authoritarianism, and Parental Discipline of Grade School Children. J. abnorm. soc. Psychol., 1955, 51, 42-46.

Else Frenkel-Brunswik and her associates have advanced a theory of the origin of ethnocentrism-authoritarianism which holds that prejudice is a form of repressed aggression which is displaced toward a scapegoat group. The aggression was originally part of the child's normal reactions. These aggressive reactions were harshly punished by the parents who regarded them as extremely undesirable and wished to eliminate them from the child's repertoire.

Thus, Frenkel-Brunswik reports, on the basis of her interviews with children, that the parents of highly ethnocentric-authoritarian children tend to use more harsh and rigid forms of discipline than parents of children less highly authoritarian.

The present authors investigate the interrelationships among ethnocentrism-authoritarianism in children, the child's willingness to be punitive, and the punitiveness of the parent as the child sees it. Three hypothesis postulating positive correlations among the three variables were set up.

The Problem Situations Test (specially prepared for this study) was used as a measure of the child's punitiveness. A test very similar to the California F scale was the measure of the child's anti-democratic tendency.

It was concluded that three hypotheses of the study are supported by the data, and that the evidence is in accord with, and reflects favorably upon, the theory of the origin of ethnocentrism-authoritariansim proposed by Frenkel-Brunswik and her associates.

112. McCreary, William H. and Kitch, Donald. Now Hear Youth, A Report on the California Cooperative Study of School Dropouts and Graduates. Calif. State Dept. of Education, Bulletin, Series #9, Sacramento, Calif. Dept. of Educ. 1953.

28 Different school districts. 73 Secondary schools. Mostly conducted in '50-'51.

"...on a state-wide basis Calif. public schools lose approximately 1/3 of their students as drop-outs between 8th grade completion and 12th grade graduation." (p.30).

Reasons for leaving:	"Dissatisfaction with school"	57%
	Marriage	25%
	Financial	13%
	Enter armed forces	5%

(of 1500 drop outs in San Diego--study reported in 5/51) (p.34).

Drops		Graduates by comparison	
Average I.Q. (90-110)	40%	Average	50%
Below Average	34%	Below	12%
Above Average	12%	Above	33%
No record	14%	No record	5%

Rudolph F. Sando, Contra Costa Study. Compared dropouts with non-leavers. 100 Sophomores in each group. Interviews of 45 to 60 minimum. Also interviewed dropouts' parents.

"Dropouts expressed greater dissatisfaction than non-leavers with their social relationships in school." (With teachers and other students. Discipline. Shows need for understanding.) (p.37).

Recommendations: (1) "Give greater attention to the task of understanding today's teenagers and their problems." (p.42).

Identification of potential dropouts should begin in the elementary grades. Ways of doing this in time to apply effective remedial procedures are needed. (p.43).

After asking graduates what could be done to improve or aid school, etc.: "From their testimony, these former students leave no doubt as to their belief that the schools they attended should attempt to provide more and better guidance services." (p.45).

113. McCurdy, H.G. and Eber, H.W. Democratic versus Authoritarian: A Further Investigation of Group Problem-Solving. J. Pers., 1953, 22, 258-269.

This study is an attempt to influence group problem-solving by the simultaneous manipulation of both personnel and organization along the authoritarian-democratic dimension.

The experimenters sought to produce four kinds of three person groups, by combining democratic and authoritarian organization with democratic and authoritarian personalities, leading to the following sets: Dd, Da, Ad, and Aa. It was felt that the harmonious combinations (Dd, Aa) would perform better than the disharmonious (Da, Ad).

It was concluded that if any difference among the four types of groups has been demonstrated it is not such as to favor democratic over authoritarian organization for the purpose of problem-solving. It may be true, on the contrary, that some distrubance of performance is caused by placing "authoritarians" in the democratic setup.

114. McGee, H. Measurement of Authoritarianism and its Relation to Teachers' Classroom Behavior. Genet. Psychol. Monogr., 1955, 52, 89-146.

The purpose of the present study was to investigate the relation between two measures of authoritarianism: (a) verbal responses to statements on an opin-attitude scale, and (b) other measurable aspects of overt authoritarian behavior. The study rested on the assumption that in permissive situations an individual's behavior, whether verbal or nonverbal, will reflect his underlying authoritarian tendencies.

Two instruments were employed: the F-scale, an opinion-attitude scale for measuring antidemocratic potential, and the Record and Glossary for describing and measuring authoritarian trends as they are manifested by teachers in various dynamically related forms of overt behavior toward pupils.

The results of the study yielded substantial support for the specific research hypothesis. From the findings of this study it seems rather safe to say that what a person says in an anonymous questionnaire and what he does are essentially the same stuff. The distinction between what a person says and what he does is to be seen only as a matter of convenience; both are essentially behavior samples.

115. McGiner, W. J. Persistence of the Resistance to Persuasion Induced by Various Types of Prior Belief Defenses. J. abnorm. soc. Psychol., 1962, 4, 241-8.

This study tested the following hypotheses: (1) "immunity conferred by refutational defenses would not decay as rapidly as that conferred by supportive refutations; (2) within the refutational defense conditions, it was predicted that the conferred resistance to attacks by counterarguments other than the explicitly refuted ones would decay less rapidly than resistance to attacks by the very counterarguments refuted; (3) there would be a delayed action effecting the immunity to attacks by novel counterarguments conferred by the refutational defense. The conditions were set up to give arguments supporting, or refuting counterarguments against a truism. In a second session both previously defended and undefended truisms were attacked. A test for subjects beliefs after treatment confirmed all hypotheses.

116. McGuigan, F. J. Psychological Changes Related to Intercultural Experiences. Psychol. Rep., 1958, 4, 55-60.

McGuigan studied the effects on personality (using 24 pencil-paper psychological measures) of one year studying abroad for college girls. Only two measures appeared to separate the girls in the experimental group: (1) "...higher social values" (2) "...more submissive social adjustment."

McGuigan reports no attempt to control for any differences in the two groups as a result of the selection process of those allowed to spend the year abroad.

117. McKeachie, Student-Centered Versus, Instructor-Centered Instruction, W. J. J. educ. Psychol., 1954, 45, 143-150.

This paper aimed to break up some rather common stereotypes (of psychologists and educators) about teaching by examining some of the dimensions which may differentiate student-centered from instructor-centered instruction. The paper is also concerned with a survey of a group of research studies on the problem.

McKeachie phrased the problem in question form by asking, "Do we have any assurance that in the welter of student-centered versus instructor-centered research there are any variables that make a difference?"

118. McNeil, John D. Changes in Ethnic Reaction Tendencies During High School. J. educ. Res., 1960, 53, 199-200.

McNeil reports a study of the general effects of high school and/or aging on prejudice. Using an open ended questionnaire of 40 questions, the students responses were judged "prejudiced" or "not prejudiced." The subjects were high school students tested first in tenth grade and then in twelfth grade. The findings were that prejudice increased over this two year period.

119. Major, C. L. Measuring the Effects of a Semester of College Work on the Conservative-Progressive Tendencies of Students. Sch. & Soc., 1946, 64, 174-175.

Twenty-five university undergrads showed a shift of 3.3% toward a more progressive point of view as evaluated by the Raup test of conservative-progressive tendencies, after one semester of college work. Over the same period of time the group revealed a loss in strength of conviction of 9.1%. There is no relationship between change in progressiveness and previous academic standing. The median progressive soore of 49 reported here compares with medians of 62 and 73 for upper classmen in a school of education and a group of college professors of education respectively.

120. Mann, J. F. The Differential Nature of Prejudice Reduction. J. soc. Psychol., 1960, 52, 339-343.

Using 78 racially and religiously mixed graduate students (13 groups of 6 each) Mann attempted to test the influence of a leaderless group structure which stressed "democratic sharing of ideas, feelings, and experiences" (p.340) upon racial prejudice. These groups meet four days per week for one to one and one-half hour sessions, for three weeks. Mann used three measures of racial prejudice; the E scale from the California Public Opinion Survey ("cognitive"), a forced choice Sociometric Questionnaire ("affective"), and a peer group rating ("behavioral"), administering these at the third and thirteenth sessions.

Mann reports a significant reduction of prejudice as measured by the E scale. He does not present the results of pre and post test comparisons on the other two measures (affective and behavioral) other than to report a correlation of -.12 between cognitive and affective; .09 between cognitive and behavioral; and -.05 between behavioral and affective.

121. Martin, J.G. Differential Personal and Social Characteristics of Tolerant and Prejudiced Persons. unpublished Ph.D. dissertation. Dsstn. Abstr.,1957, 17, 3118-3119.

Using the "Westie Summated Differences Tolerance-Prejudice Scale," Martin found 41 tolerant and 59 prejudiced subjects from a "random sample of blocks in Indianapolis, Indiana." He then compared the two groups on Likert-type scales and concluded the following:

Intolerant subjects scored lower on: "nationalism, intolerance of ambiguity, superstitution-pseudo-science, threat-competition orientation, religiosity, authoritarianism and child-rearing."

122. Martin, John W. Social Distance and Social Stratification. Social & soc. Res., 1963, 47(2), 179-06.

The research of Emory S. Bogardus, his colleagues, and students, has taught social scientists much about the attitudes of individuals toward ethnic, racial, and occupational groupings. The device largely responsible for this contribution is the social distance scale, many variations of which have been used since its early development. This device, however, in the opinion of some social scientists, has not fulfilled all of its potentialities, especially in the area of social stratification. This study, a part of a larger project, employs social distance scales designed to measure, in three different dimensions, social distance toward occupational status. The findings appear to promise much for the further use of social distance scales as a technique for studying social class.

123. Mason, H. M. Effects of Attitudes of High School Teachers of Social Studies upon Attitudes of their Pupils. Stud. Higher Educ.,(Purdue), 1942, 45, 45-65.

Two matched groups of students in a midwest metropolitan high school were taught by liberal and conservative teachers respectively. The former group gained slightly in liberalism, as measured by an adaptation of the Harper Social Study, and the latter group lost slightly; the difference between group changes was reliable. In the second part of the study 554 students of 29 teachers in 23 rural high schools were studied. Personal data were obtained from teachers and pupils, and measurements were made by a test of information about contemporary affairs and by the Wrightstone scale of Civic Beliefs. Pupils of more liberal teachers gained reliably more in liberalism than did pupils of less liberal teachers. Teachers who rated themselves as believing most in the pupil's right to his own convictions had the most effect in changing pupils'attitudes. Liberalism of teachers was found to be associated with certain community differences. Factors that produce greater contemporary affairs information tend also to produce liberalism.

124. Merbaum, Ann Dissinger. Need for Achievement in Negro and White Children. Dsstn. Abstr., 1962, 23, 693-4.

White and Negro subjects from the third, fifth, seventh, ninth, and eleventh grades were administered an Achievement test consisting of twelve line drawings of people in three situations--work, school, and neutral. White children scored higher on all cards than Negro children, the differences increasing with increasing age. The greatest differences occurred on neutral scenes, the least on school scenes. The hypothesis that Negro seventh, ninth, and eleventh graders will have a higher number of aggressive themes than their white counterparts was not supported.

125. Merz, L. E. and Pearlin, L. I. The Influence of Information on Three Dimensions of Prejudice Toward Negroes. Soc. Forces, 1957, 35, 344-351.

The authors designed their own tests of prejudice which purports to measure and rate the subjects along three dimensions of prejudice: cognitive, emotional, and motivational. The subjects were 435 undergraduate women students. They were then asked, "Do you think your factual knowledge about Negroes has increased since you have come to college?" (This was a measurement of "information.") Another question asked of the students was, "Do you become irritated when you hear people voice their opinions about Negroes which are contrary to yours?" This was supposedly a measure of ego involvement. From the analysis of this data, the authors concluded: "It was evident that considered by itself, information has little or no bearing effect on the emotional dimension (emotional prejudice). By contrast, there was a fairly close relationship of information to both the cognitive and motivational aspects of prejudice." (p.350) Those low in cognitive and motivational prejudice reported learning about Negroes, while being low in emotional prejudice was not necessarily associated with gaining in information.

This study raises the questions as to multiple dimensions of prejudice with divergent techniques for their reduction.

126. Middleton, Russel, and Putney, Sueli. Student Rebellion Against Parental Political Beliefs. Soc. Forces, 1963, 41, 377-83.

1440 American college students at 16 colleges from the South, Northeast, Midwest, and West filled out questionnaires dealing with their political views. These questionnaires covered political affiliation, perceived parental views, degree of interest in politics, and perceived conventional position. The findings show that nearly as many students deviate from their parents view as conform to them; rebellion is most likely for those very interested in politics and whose parents seem to hold an unconventional view; students rebelling from parental views are five times more likely to move to the left; and the great majority of student conservatives come from conservative family background, very few of them being "converted" liberals.

127. Miller, L. N. Using Law Case Material to Teach Ethical Behavior. J. educ. Res., 1957, 51, 39-42.

This study attempted to introduce law cases in the elementary (478 students) and secondary (317 students) school curriculum in an effort to teach ethical values. The students were presented with forty-two case studies over a period of eleven weeks, the cases being on: "perjury, slander and libel, larceny, assault, liability, trover and lost and found, trespass", etc. The classes varied greatly in method of presentation, and no evaluative tests for effects were given other than asking the students if the course had made them "more friendly, less friendly, or no change" in attitude toward law.

128. Miner, John B. Occupational Differences in the Desire to Exercise Power. Psychol. Rep., 1963, 13(1), 18.

It was hypothesized that the kind of managerial position an individual accepted would give a measure of his need to influence others. The instrument was an index of attitude toward aspects of supervisory positions. Research managers, managers who provided engineering and development services to manufacturers, and sales managers were compared. The difference between research and sales managers indicate a significant difference in the need to wield power with the latter being the higher of the two. The author concludes that, if these findings were true generally, some serious questions would be raised as to the excessive influence being wielded by the sales managers in important organizational decisions, and the comparatively minor influence of the research personnel.

129. Montagu, Ashley. Race, Science and Humanity. New York City, Van Nostrand, 1963.

The anthropological concept of "race" is meaningless and ethnic variation is poorly understood. Since the term "race" stops thinking, "ethnic group" is preferred. Other chapters concern natural selection and mental capacity, intelligence tests and the Negro, race, caste, and scientific method, antifeminism, fallacy of the primitive, "scientific" racism, immaturity as a cause of bigotry, improvement of human relations through education, and the UNESCO statement on race.

130. Morgan, James N., David, Martin H., Cohen, Wilbur J., and Brazen, Harvey E. Income and Welfare in the United States. New York. McGraw Hill, 1962.

The authors are economists who have used the University of Michigan Survey Research Center's facilities to conduct a study of family income distribution and redistribution. On the basis of 2809 intensive personal interviews, the relation of demographic, economic, sociological, and psychological factors to family income was determined. Multivariate correlational techniques were employed in data analysis. The aim of the study was to provide information for a thoughtful re-evaluation of public welfare policy, and the project seems to have been successful in that several suggestions for public policy flow directly from the data.

131. Mowrer, O.H. The Quest for Community, Rock Island, Ill. Augustana Library, 1962 (Occas. Pap. No. 8).

Throughout the years public confession, which may be considered primitive Christian group therapy, became private, with the result that the church "has left us with no fully satisfactory means of dealing with our personal guilt." Paradoxically, Communism has been very successful in using public and group methods of confession. "...we have lost the strong sense of community and commitment which characterized early Christianity and became disastrously individualistic, independent, and isolated." What is needed is a movement...which is not Christocentric, in order to gain worldwide support and "recapture the great potential for personal healing and social solidarity which is our historical birthright. (Psychol. Abstr.).

132. Joseph, Myron L., and Willis, Richard H. An Experimental Analog to Two-Party Bargaining. Behav. Sci., 1963, 8, 117-127.

This study was designed to investigate the collective bargaining situation. Pairs of students, in an experimental situation, were called upon to attempt to reach some agreement that would pay them an actual sum of money. The results showed that agreement is more easily reached when there is a central position available. When such a position is absent and the individual is given falsified information as to what subjects in a previous experiment received, the satisfaction to be gained by obtaining concessions is increased. However, if the individual was given the falsified information and the central position was available, it did not, as expected, make agreement easier. Males reached fewer agreements and required more offers than females. "Finally, this study suggests the importance of competitive behavior in situations which are not apparently competitive."

133. Nahm, Helen. Autocratic versus Democratic Beliefs and Practices of Graduate Nurses. J. soc. Psychol., 1951, 33, 271-278.

From the administrations of an autocratic-democratic attitude test, findings on a group of 236 graduate nurses are much the same as those on 424 senior student nurses. As was true of students, graduate nurses beliefs and practices seemed related to an authoritarian rather than a democratic philosophy. Nurses who had had one or more years of college work were more democratic than those with only a high school background.

134. O'Reilly, C. T. Testing Hypotheses about Prejudice. Psychol. Rep., 1957, 3, 301-307.

Using 679 Catholic college students in Catholic institutions, O'Reilly first measured his subjects on prejudice with the Levinson and Sanford anti-Semitism scale. His purpose was to test the claims of others of a significant relationship between prejudice attitudes and (1) feeling victimized, (2) authoritarian submissiveness, (3) jungle philosophy, (4) fear of fraud, (5) parental attitude "mirroring."

Using the following measures (respectively), O'Reilly reported no significant relationship between any of the 5 factors and prejudice: (1) Allport and Kramer's statement about victimization; (2) the statement "obedience and respect for authority are the most important virtues that children ought to learn;" (3) agreement or disagreement with the statement "The world is a hazardous place in which men are basically evil and dangerous; (4) fear of gangsters and swindlers; and (5) personal responses of students.

Any evaluation of this study must take into consideration the obvious student-subject bias. All students were Catholic and in Catholic institutions.

135. Page, Richard H. and McGinnes, Elliott. Comparison of Two Styles of Leadership in Small Group Discussion. J. appl. Psychol., 1959, 43, 240-245.

This study attempted to discover whether two styles of discussion leadership (directive and non-directive) would be differentially perceived by adult members of small discussion groups and to determine something of the nature of these perceptions.

The following questions were asked:

1. What attributes are assigned by members of discussion groups to a leader playing directive and non-directive roles?
2. Will the same leader be perceived more favorably in a directive or non-directive role?
3. Are judgments about directive and non-directive leadership related to amount of participation in discussion by those doing the rating?
4. Will group opinions about the value of the discussion be determined by the type of discussion leadership experienced?

The results of the experiment indicate that a directive approach by a discussion leader is favored by members of sophisticated adult groups. The experimenters found no confirmation for previous reports that the democratic or nondirective leader is likely to be more successful in leading his group, when success is defined in terms of group reaction to the discussion. The subjects in this experiment appeared equally well satisfied with the discussions under both leadership conditions.

136. Palmier, Leslie H. The Impermanence of Power. Human Relat., 1963, 16, 199-205.

The author discusses the functioning of power and the factors that effect its change. He defines this phenomenon as "the ability to bring about what one wishes: to the extent that one cannot do this, to that extent one is not powerful," and views its amount in any given field as being absolute. Thus the directed gain power at the expense of the directors or vice-versa. The directing forces are able to direct because they have inducements and penalties offered by their position of control which gives them the support of others who are also under their direction. Shifts in power are brought about by the knowledge of the directors being acquired by the directed as they gain more experience with the formers' methods of manipulating. The more exposure the directed have, the better they learn to cope and to that extent become more autonomous. This may be offset by other factors, e.g., a sudden change in the field in which directors and directed operate, competition which requires expertise on the part of directors so that the directed are not able to gain information and expertise quickly enough to also gain power. The author concludes that the directors will resist any change in their position with the result being conflict, and disruption of communications between units of the directed.

137. Papageorgis, Demetrios. Bartlett Effect and the Persistence of Induced Opinion Change. J. abnorm. soc. Psychol., 1963, 67, 61-67.

This experiment was designed to test the hypothesis that the persuasive impact of a qualified message (Bartlett Effect, or one that argues for a certain conclusion but includes secondary qualifications and reservations) will decay more slowly than an unqualified or one-sided message. Subjects participated in three sessions: the first a premeasure of opinion; the second to read two messages - one qualified, the other unqualified; and the third to test recall 41 days, 14 days, 2 days, and immediately after the messages. "Significant opinion changes in the direction advocated by the messages occurred with both issues, both types of message, and at all time intervals following message receipt" but the results present no reliable evidence of "Bartlett Effect" in opinion change.

138. Pear, T.H. The Moulding of Modern Man: A Psychologist's View of Information, Persuasion, and Mental Coercion Today. London. Allen & Unwind, 1961.

The author suggests that the minds and behaviors of men even highly critical men, are continually being molded by the use of advertising and public relations techniques. Among the topics that are discussed are the effects of sensory deprivation, brain-washing, "thought reform", advertising, subliminal perception, and the effects of mass culture. The author suggests that a more critical attitude and knowledge of these techniques will help us to combat them. (Psychol. Abstr.).

139. Pemberton, W. A. University of Delaware Studies in Higher Education: Ability, Values, and College Achievement. Baltimore, J. H. Furst Co., 1963.

These studies investigate the impact of a university on undergraduates. Of 334 seniors graduated in 1960 from the University of Delaware, 2/3 entered in 1956 and 1/3 entered 5 - 25 years prior to graduation. 58 Test Measures included intellectual, motivational, tempermental, and environmental indices. The 58 test variables were converted to stanines, a table of intercorrelations was computed and factor analyzed. 9 Factors appeared: general college ability, academic achievement, academic theoretic orientation, technical-vocational orientation, social-group orientation, social-service orientation, non-conformity, academic conformity, and limited cultural background (Psychol. Abstr.).

140. Pettigrew, T. F. Personality and Sociocultural Factors in Intergroup Attitudes: a Cross-National Comparison. J. Conflict Res., 1958, 2,29-42.

Pettigrew reports two studies: one which compares personality factors (F Scale and Conformity Scale) of white South Africans (N=50) with English peoples (N=513) as these factors relate to anti-African Negro prejudice. The other study compares personality factors of northern U.S. whites with southern U.S. whites as these variables relate to Negro prejudice. Finding that the measures correlate significantly (i.e., personality factors of the increased prejudice found in the localities of southern U.S. and South Africa is evidence for the strong influence of cultural determination of racial relations. Pettigrew also reports the findings of other investigators of extreme intolerance of Negroes in southern U.S. with considerable tolerance for Jews as evidence in support for this argument.

He concludes: "In areas with historically imbedded traditions of racial intolerance, externalizing personality factors underlying prejudice remain important, but sociocultural factors are unusually crucial and account for the heightened racial hostility." (p.40).

The implications of this research are intriguing and tend to shed doubt on the opinions experssed by many of the futility in solving southern racial problems because of the "ingrained racial prejudiced personality." As Pettigrew points out, efforts at "changing a person's relation to his culture (are typically more successful) than they are at changing his basic personality structure." (p.40).

141. Pierce-Jones, John, Reid, Jackson B., and King, B. F. Adolescent Racial and Ethnic Group Differences in Social Attitudes and Adjustment. Psychol. Rep., 1959, 5, 549-552.

The major purpose of this experiment "was to test the hypothesis that Negro and white adolescent children, similar in their levels of intellectual ability, differ in several important social attitudes and in certain dimensions of personal and social 'adjustment'". The design was carried out by comparing them with Latin American and Anglo American white adolescents on the Children's Anxiety Scale and the CYS Personal Adjustment Scale. The only significant difference was found on the "Negative Orientation to Society Scale" of the CYS. This was interpreted to mean hostility stemming not from devaluation on the basis of race qua race, but, since the Latin-American sample scored midway between the Negro and Anglo-American samples, it was taken to signify hostility to the distance which an individual felt he was from the modal characteristics of its dominant or Anglo members.

142. Pinkney, Alphonso. The Quantitative Factor in Prejudice. Sociol. & soc. Res., 1963, 47(2), 161-8.

The assumption that prejudice by members of the dominant group toward minorities is correlated with the ratio of a minority in the population of a community is questioned. Data are presented from four American cities in an attempt to demonstrate that other factors aid in determining whether or not favorable attitudes will prevail.

143. Plant, W. T., Changes in Ethnocentrism Associated With a Two Year College Experience. J. genet. Psychol., 1958, 92, 189-197.

This is an example of a study of efforts of two years experience in college on scores on the Ethnocentrism Scale of the Public Opinion Questionnaire.

He used pre and post-scores of those completing the two years compared with those who registered but did not complete, and found a significant decrease in E with those who completed and not with those who did not.

Plant, W. T. Changes in Ethnocentrism Associated With a Four Year College Education. J. educ. Psychol., 1958, 49, 162-165.

As above, with pre and post-tests of college students after four years of college.

144. Pompilo, P. T. The Relationship Between Projection and Prejudice; With A Factor Analysis of Anti-Semitic and Anti-Negro Attitudes. unpublished Ph.D. dissertation, in Segregation and Desegregation, Melvin Tumin, B'nai B'rith, New York; 1960.

Pompilo attempted to determine if prejudice attitudes were the result of the projection of one's own undesirable traits, and if different prejudice attitudes had an underlying basis.

Using 181 subjects, he tested for a relationship between prejudice and lack of self-insight. Finding no relationship, he concluded that projection does not appear to play a part in prejudice. Using factor analysis, Pompilo found three types of prejudice attitudes among his subjects; anti-Negro, anti-Jew, and anti-both groups; and that there was no significant interaction between the three.

145. Powell, F. A. Open and Close-Mindedness and the Ability to Differentiate Source and Message. J. abnorm. soc. Psychol., 1962, 65, 61-64.

The purpose of this study was to test, in a communication situation, "the capacity to distinguish information from source of information" and ability to judge each on its own merits in the open and close-minded person. 94 Subjects were divided into these two categories and were given "the sources and statements to be judged, the semantic differential scales to be used in judging them, Form E of the Rokeach Dogmatism scale, and a series of demograph questions for classificatory purposes." The sources in this case were the two 1960 Presidential candidates, and the statements dealt with their views of foreign and domestic policies, and racial integration. The hypothesis was confirmed that open-minded individuals are more capable of judging a statement on its own merits independent of its source, while a source considered to be highly credible by the close-minded individual is more likely to influence his opinion than the opinion of someone more open-minded.

146. Proshansky, H. M. and Evans, R. I. (ed), The American Political Extremism in the 1960's. J. soc. Issues, 1963, 19(2).

This number of the periodical is devoted to investigation of the Right Wing, super-patriotism, political authoritarianism, and the Black Muslims. These issues are discussed in terms of their effects on the "free democratic spirit of inquiry" which is disrupted through attack which "is virulent and in some cases effective in blocking legitimate scientific research or social action based on such research."

147. Pryer, M. W., Flint, A. W., and Bass, B. M. Group Effectiveness and Consistency of Leadership. Sociometry, 1962, 25, 391-397.

Seventeen, initially leaderless five-man groups worked on ten problems. Their effectiveness in dealing with them remained as long as they did not change leaders once leadership was established. When success and failure were controlled, it was found that change of leader was linearly related to success.

148. Queener, Llewellyn. The Development of Internationalist Attitudes. Amer. Psychologist, 1948, 3, 336.

Several writers have objected that too many studies of attitude formation neglect promising hypotheses, limit their resources to convenient academic situations, and explain the attitudes of statistical, rather than concrete, human beings. The present research sought to avoid these criticisms partially by employing two promising hypotheses, drawing materials from 50 businessmen, and by substantiating conclusions in life histories as well as in scores. The hypotheses were (1) that attitude is positive imitation of prestige cue-givers, and (2) that attitude is a negative imitation of non-prestige cue-givers.

The subjects were upper middle class and served as respondents in interviews (the data was converted into a quantitative form by a rating system).

Internationalists--designated by "action" as well as attitude criteria--differed from nationalists in terms of the two hypotheses by very significant scores.

149. Rao, N. C. S. An Experimental Study of the Relationship Between Conservatism and Social Distance. Psychol. Stud. Mysore, 1960, 5(2), 97-105.

A conservatism-radicalism scale, a "tough-minded"scale, and a social distance scale were administered to 360 post-graduate students. The correlations between radicalism and tough-mindedness was .388 (significant); between radicalism and social distance, .031 (not significant); and between tough-mindedness and social distance .420. The results showed that intolerance or prejudice as judged by the social distance scale was a general factor.

150. Regan, J. F. The School-Connected Fears of Children Under Authoritarian and Democratic Teachers. Dsstn. Abstr., 1958, 18, 2079.

Regan reports a study comparing the expressed fears of fifth and sixth grade children under "authoritarian" and "democratic" teachers. Teachers were separated into these two categories on the basis of: the F Scale, an Administrator's evaluation, and observations of the teacher working with students. The childrens' fears were measured by four instruments: two composition topics, a "sentence game," the S.R.A. Junior Inventory, and an About Me Inventory. Regan's findings were that students under authoritarian leadership expressed significantly more "school-centered" fears than the democratic teacher groups.

151. Remmers, H. H. (Ed.) Anti-Democratic Attitudes in American Schools. Evanston, Ill. Northwestern University Press, 1963.

A group of studies on high school and college students' attitudes toward democratic values based on the Purdue Opinion Panel Studies. Some of the reported studies are "American Freedom and the Values of Youth," "Social Distance and Some Related Variables in Voting Behavior." "Some Dimensions of Anti-Democratic Behavior in High School Youth, "Anti-Democratic Behavior in Midwest University", and "Teacher Authoritarianism Versus Teaching Effectiveness as Perceived by Students." Appendix includes Opinion Panel question sheets (20pp. bibliogr.) - (Psychol. Abstr.).

152. Rhine, R. J. & Silum, B. A. Acquisition and Change of a Concept Attitude as a Function of Consistency of Reinforcement. J. exp. Psychol., 1958, 55, 524-529.

Rhine and Silum report this study testing the relative effectiveness of verbal reinforcement (varying the degree of consistency and strength of reinforcement) in establishing "concept-attitude." Using a fictitious group of people, the experimenters reinforced the subjects' (80 college students) guesses as to whether a particular word on a card, presented by E, was characteristic of these people. Consistency of reinforcement was determined by the ratio of positive to negative words reinforced by E. (All negative being 100% consistent).

Rhine and Silum found that the percentage of correct responses (development of the Concept-attitude) was significantly related to consistency of reinforcement. The group least resistent to concept-attitude change was the one most consistently reinforced. (The subjects were unaware that this was a ficticious group.)

153. Rickard, Thomas Edwin. Indices of Employer Prejudice. An Analysis of Psychological Aspects of Prejudice Toward the Disabled Worker. Dsstn. Abstr., 1962, 23, 1105.

This study was concerned with validating a new instrument, the Index of Employer Prejudice. The scale was administered to two groups--personnel directors and school administrators or potential administrators. Job titles were accountant and third grade teacher; disabilities--an epileptic, prison parolee, ex-mental patient, deaf individual, wheel-chair confinee, and a person recently released from a tuberculosis sanatorium; other factors--competence, sociability, and sex. The results indicate success in the use of this measuring instrument: the disabled were more prejudiced against than non-disabled; the extent of prejudice varied according to the stereotype held of a given disability and the way it might affect the individual's competence in a specified job.

154. Riddleberger, B & Motz, A. B. Prejudice and Perception. Amer. J. Sociol., 1957, 62, 498-503.

Riddleberger and Motz reported this study designed to test for differences in perception between the "highly prejudice" and those low in prejudice. The subjects were students at the University of Maryland. The Negro subscale of the Authoritarian Personality inventory was used to find the groups (top and bottom 10% of a sample of 300 students). The subjects were asked questions on a series of "faked photographs." There were 8 photos in all, four pairs each having the face of the same Negro in two different settings (two settings, one Negro face per pair). One of the settings was a "stereotyped" one (with all Negroes, jazz band, slum, etc.) and the other placed the Negro in a "nonstereotyped" setting (with whites). The subject's responses to the person in question were classified as "laudatory" or "derogatory."

The two groups did not differ significantly in the number of derogatory and laudatory comments. However, both groups differed significantly in their responses to the two situations, far more derogatory comments coming from the stereotyped stimulus photos.

The two groups did differ significantly in response to the question "How might these people have met?" (in the nonstereotyped photos). The "unprejudiced" responding with more "intimate, private, and planned reasons than "distant, public, and happenstance."

As the authors point out, this study raises questions as to the effectiveness of "sympathy" type movies which picture the Negro in stereotyped situations as prejudice reducers.

"An advertisement of, say, clothes or cars which showed Negroes and whites together in a nonstereotyped setting might be just as effective as a whole reel of pleading in which the Negro is stereotyped. The highly prejudiced may disapprove of this strategy, but this study demonstrates that they approve of the Negro in non-stereotyped situations, and this, after all, is the aim of propaganda to better race relations." (p.503).

155. Robbre, Jacob M. Differential Preference for Companionship Under Threat. J. abnorm. soc. Psychol., 1963, 67, 643-8.

The authors wished to explore the hypothesis that people under threat show a greater tendency to affiliate. They designed the experiment so that degree of fear and ambiguity were controlled, hence giving some index as to how these two variables affected affiliative tendency in a threatening situation. Their findings indicate that greater ambiguity and opportunity to talk increased the tendency to affiliate, while those with the highest fear rating received the least preference as objects of this affiliation.

156. Rogers, Carl R. Toward a Modern Approach to Values: The Valuing Process in the Mature Person. J. abnorm. soc. Psychol., 1964, 68 (2), 160-7.

A description is given of the change in the value orientation of the individual from infancy to average adulthood, and from this adult status to a greater degree of psychological maturity attained through psychotherapy or fortunate life circumstances. On the basis of these observations, the theory is advance that there is an organismic basis for the valuing process within the human individual; that this valuing process is effective to the degree that the individual is open to his experiencing; that in persons relatively open to their experiencing there is an important commonality or universality of value directions; that these directions make for the constructive enhancement of the individual and his community and for the survival and evolution of his species.

157. Rogers, Cyril A., and Frantz, C. Racial Themes in So. Rhodesia: The Attitudes and Behavior of the White Population. New Haven: Yale Univer. Press, 1962.

A field study in 1958 of the attitudes and behavior toward race relations of a stratified random sample of 500 white southern Rhodesians 20 years of age and older is reported. An historical and contextual background to the research as well as considerable methodological material is provided, in addition to detailed findings from questionnaires and interviews. (Psychol. Abstr.)

158. Rokeach, Milton. Generalized Mental Rigidity as a Factor in Ethnocentrism. J. abnorm soc. Psychol., 1948, 43, 259-278.

The present investigation is concerned with an analysis of the thinking processes of individuals known to be ethnocentric in their attitudes towards racial and religious outgroups. It has been shown by other investigators that ethnocentrism is dynamically related to the personality structure of the individual.

The basic assumption of the present investigation is that one of the characteristics of ethnocentric thinking is a rigidity and inflexibility of the thinking process.

A second hypothesis is that the mode of thought of the ethnocentric person in solving problems is more concrete in nature, whereas the mode of thought of the non-ethnocentric person in solving problems is more abstract in nature.

The data from the experiment show that prejudiced subjects were more rigid than non-prejudiced subjects. It was thus felt that the hypothesis had been supported.

159. Ruben-Rabson, Grace. Several Correlates of a Conservatism-Liberalism Attitude Scale. J. soc. Psychol., 1954, 39, 47-55.

For 69 adults (59 women) 18-58 years of age, the relations of several variables and liberalist-conservativist attitude as measured by Hunter's Test of Social Attitudes are presented. The group somewhat above average in intelligence, educational background, and submissiveness, proved generally conservative except for what seems to be a striking liberalism in attitude toward the Negro.

Significant positive dependencies exist between liberal attitude and schooling, liberal attitude and intelligence, and between the latter and acceptance of the Negro. The expected positive relationships between acceptance of the Negro and schooling, conservatism, and age, and liberalism and certain personality traits fail to appear. An analysis of the number of test items omitted by the subjects reveals dependence on intelligence, not on schooling, despite the fact that the item is omitted presumably for indecision, lack of conviction, or information. Most marked is the indication of lack of self-sufficiency, in the evasion of threatening test items.

160. Sanford, R. Nevitt. The Measurement of Implicit Antidemocratic Trends. Amer. Psychologist, 1947, 2, 412.

The aim of this study was to construct an instrument which, without appearing to deal with race prejudice or fascism, would measure receptivity to antidemocratic propaganda and predict scores on an ethnocentrism scale. The following central dispositions within the prejudiced persons were conceived of: conventionalism, authoritarian submission, authoritarian aggression, anti-intraception, superstition and stereotypy, power and "toughness," destructiveness and cynicism, projectivity, disapproval of sex.

The results give evidence of the functional role of personality trends in organizing surface attitudes, opinions, and values.

161. Sanua, Victor D. Minority Status of Jews and Psychological Adjustment. Jewish J. Sociol., 1962, 4, 242-253.

This article is concerned with the effects of social factors on the psychological adjustment of minority groups. The question raised is whether Jews because of their marginality suffer from greater stress. 15 Studies including paper and pencil tests, were administered to Jews and non-Jews and gave inconclusive results. Some investigators report that Jews appear to be more unstable than non-Jews, while others report that Jews appear to have fewer psychological problems. The inadequacies of objective testing were emphasized. Suggestions are given for future research which should include a study of the relationship between Jewish identification, psychological adjustment and projective techniques.

162. Sawyer, Jack. Can Psychology Contribute to International Relations? How To Find Out. Bull. of the Atomic Scientists, 1963, 19(9), 35-8.

Though psychology's present interest in international behavior is consistent with its goal "to advance psychology as a science, as a profession, and as a means of promoting human welfare" and with its previous collaboration with other disciplines, psychology has yet to establish the extent to which it can contribute to the science or practice of international relations. Nonetheless, in areas of their competence, psychologists should be free to offer advice, with the weighting of such advice, like that from any other professional, remaining of course, with the policy maker.

163. Schoeppe, Aileen and Havighurst, R. J. "A Validation of Development and Adjustment Hypotheses of Adolescence". J. educ. Psychol., 1952, 339-353.

N=30. Adolescents in Middle-Western America (15 males and 15 females; ages 10-13-16).

(1) sex role
(2) emotional independence of parents
(3) develop values conscience
(4) relations with age-mates
(5) develop intellectual skills

Evidence that: (1) good achievement on a developmental task at one age is followed by good achievement on similar tasks at later age.

Period 10-13 seems the arrival period for adolescent changes and development in personality and socialization patterns in these Ss (rather than following puberty)....latency may be more important than usually thought.

(2) Overall adjustment...good achievement on one task tends to be associated with good achievement on other tasks at same age.

164. Schulberg, Herbert Charles. Social Perceptions and Personality Descriptions of Authoritarian, Non-Authoritarian, and Agreeable Individuals. Dsstn. Abstr., 1960, 20, 4725.

The major purpose of the present research was to study the social perceptiveness of authoritarian, non-authoritarian, and high agreeable individuals. The present study undertook to differentiate between high agreeable and high consistent judges when comparing their accuracy scores with those of non-authoritarian judges. The groups were given the opportunity to estimate the scores of their partners both on the F-scale and a newly constructed Adjective Rating scale.

The following hypotheses were formulated: (1) accuracy of perception is a function of the type of judgment being made. (2) Significantly greater accuracy is obtained by making estimates on the Adjective Rating Scale than the F-scale.

No differences were found in the ability of the subjects to estimate the scores of their partners on the F-scale, so the first hypothesis was rejected. No differences were found in the ability of the subjects to estimate the scores of their partners on the Adjective Rating Scale.

No greater accuracy was found when judgments were made on the ARS than on the F-scale. Use of reversed F-scale items revealed that both authoritarians and non-authoritarians think that others agree with what they agree. This is quite contrary to the previous idea that authoritarians always see others as being in agreement with them, while non-authoritarians always see others as being in disagreement.

165. Schultz, Duane P. Time Awareness and Order of Presentation in Opinion Change. J. appl. Psychol., 1963, 47(4), 280-3.

Primacy-recency was investigated as a function of time interval interpolated between the presentation of the opposing arguments and of level of awareness of the manipulatory intent of the experimenter. Half the subjects were read the opposing arguments in immediate succession while the other half had a two week time interval interpolated between the argument presentations. Results indicated that those subjects who were unaware of manipulatory intent yielded a significant recency effect. Recency was minimized with those subjects who were made differentially aware of manipulatory intent.

166. Schwebel, M., and Asch, M.J. Research Possibilities in Non-Directive Teaching. J. educ. Psychol., 1948, 39, 359-369.

The purpose of this paper is to indicate the possibilities for psychological research inherent in the nondirective classroom situation, independent of investigation on the value of this method as a pedagogic device. It is based on observations of two different classes of general psychology and one class of Psychology of Adjustment. The investigations and observations upon which this report is based are purely exploratory, and the findings only suggestive.

SUGGESTED HYPOTHESES FOR EXPERIMENTATION

1. The classroom situation is structured when students are told the requirements of the course and the method of instruction wherein the instructor asks and answers no questions, but simply clarifies and reflects statements of students.
   (a) The basic task in motivation is in stimulating the drive of growth and development.
   (b) the accomplishment of the student is directly related to the degree of freedom afforded him and his readiness to accept it.

167. Scott, W.A. Attitude Change Through Reward of Verbal Behavior. J. abnorm. soc. Psychol., 1957, 55, 72-75.

Scott reports a study purporting to show "underlying" attitude change as a result of rewarded verbal behavior. The subjects were students in introductory Psychology classes, first divided by results of free-responses to questions concerning opinions of: universal military training; night hours for women students; or de-emphasis of football. The subjects were asked to debate on the issue, taking the opposing stand from their privately held opinion. One group was "rewarded" by being told they had won the debate as judged by their classmates, the other group lost.

By means of a retest, it was found that the "winners" had changed their opinions significantly, while the "losers" did not differ significantly from a control group which did not debate.

168. Scott, Wm. A. Social Desirability and Individual Conceptions of the Desirable. J. abnorm. soc. Psychol., 1963, 67(6), 574-85.

In a large proportion of the college students studied, there was a strong tendency for the person to believe that his own notions of desirable personal traits were "absolute", which should be recognized as desirable by others. Yet there were such wide and predictable differences among individuals' conceptions of the desirable that the term "social desirability" could have little common meaning; hence the attempt to control distortion of personality tests responses by a forced choice technique, which assumes common conceptions, would seem fruitless.

A standard forced choice measure of personality needs administered to college students did not correlate so well with self-reports of their own relevant behaviors as did a single stimulus form of the same instrument.

169. Sellty, Claire Alice. An Investiagtion of Judgmental Processes in Perception of a Foreign Country. Dsstn. Abstr., 1962, 23(1), 303.

12 Social scientists rated several countries as high or low on given dimensions, e.g., strength of family obligations. Using this as a criterion foreign students from these countries were asked to rate the United States on these same dimensions. Results indicated that students from countries which had been rated low on a given dimension tended to rate the United States higher on that dimension than students whose countries had been rated high. There was little support for the hypothesis that effects of home-country experience on judgments of the host country diminish with time. There was some indication, also, that judgments of the home country tend to center in the middle of the scale.

170. Sharpe, E.W. A Study of the Effects of Permissive Classroom Atmosphere on Growth in Social Relationships in the Classroom. Dsstn. Abstr., 1959, 20, 2120-2121.

Sharp reports a significant positive change toward "growth of children in social relationships and appropriate behavior in the classroom" ("gains in social acceptance") with a permissive classroom atmosphere.

(Methods are not discussed in abstract).

171. Shaw, M.E. and Penrod, W. T., Jr. Does More Information to a Group Always Improve Group Performance? Sociometry, 1962, 25(4), 377-390.

This series of experiments shows that if a group member can validate his information, his standing in the group is directly related to the amount of information he has. When the information cannot be validated, the group will accept only a moderate amount, and rejects both information and individual beyond this point considering him "irresponsible".

172. Sherif, Mujafer (Ed.) Intergroup Relations and Leadership. Approaches and Research in Industrial, Ethnic, Cultural, and Political Areas. New York. John Wiley, 1962.

These collected papers from the Fourth Interdisciplinary Lecture Series in social psychology at the University of Oklahoma, offer research findings on groups, organizations, and leader-follower relationships. Intragroup relations are stressed as part of the larger systems of intergroup relations. Sections are: "Problems of Approach and Theory"; "Intersystem and Intersystem Relations"; "Some Intergroup Problems Associated with Social Change". (Psychol. Abstr.).

173. Siegel, A.E. and Siegel, S. Reference Groups, Membership Groups, and Attitude Change. J. abnorm. Psychol., 1957, 55, 360-364.

This study is concerned with the influence of reference groups and group membership on attitudes and values. Using female college students, Siegel and Siegel first tested freshmen women on authoritarianism (E-F scale), and on "status orientation", assuming that the two co-vary. Status orientation was determined by whether the girl aspired to live in a "Row House" which is a dormitory among fraternity houses. All the subjects (28) had desired to live in "Row Houses" at the end of the freshman year (status oriented) and this was considered their "reference group." Nine were allowed to move there and 19 were not.

It was hypothesized and confirmed after one year that least change in authoritarianism would be in those who moved into "Row Houses" (reference group is the same as the membership group): some change (reduction of authoritarianism) would occur in those who were not allowed to move to Row Houses but still expressed the desire to do so after one year (membership group not the same as reference group); and greatest change in those who were not allowed and after one year did not want to move into Row Houses (adoption of new reference group which is same as membership group).

174. Singer, R. The Effects of Verbal Reinforcement of Pro-Democratic Responses Upon Subsequent Expression of Authoritarian Opinions and Social Prejudice. Dsstn. Abstr., 1960, 21, 973.

This study concerned itself with the questions of whether the responses of subjects on an attitude scale (F-scale) could be altered by means of verbal reinforcement and whether such a change, if obtained, would generalize to a related attitude measure (E-scale). The degree of generalization was examined under 2 conditions: one where the source of previous reinforcement was present and one where he was absent.

The results indicated that with verbal reinforcement subjects did change their expressed opinions, in this case giving more pro-democratic responses than they had previously. In the condition where the experimenter remained in the room the subjects showed generalization to the E-scale; that is, they gave more pro-democratic responses than they had previously. No such overall generalization could be demonstrated for the subjects completing the E-scale by themselves.

175. Snider, Marvin. The Relationship Between Fear Arousal and Attitude Change. Dsstn. Abstr., 1962, 23(5), 1802.

The purpose of this study was "to investigate the way in which threat, probability of occurrence, and adequacy of defense information affect fear arousal and attitude change." 1500 Subjects ranging in age from 12-18 were given literature on the subject of smoking and lung cancer which contained one combination of either high or low threat, high or low occurrence, and high or low defense. Level of worry and attitude was assessed both before and after literature was read. "The threat-occurrance-defense information was found to be effective in accounting for worry aroused and reduction, whereas only threat was found to be related to change in attitude."

176. Snoek, J. Diedrick. Some Effects of Rejection Upon Attraction to a Group. J. abnorm. soc. Psychol., 1962, 64(3), 175-82.

The present study investigated the hypotheses "(1)...loss of attraction to the group will be smaller when the reason for rejection is invidious (reflects upon subjects self-esteem) than when it is non-invidious; (2) the differences in loss of attraction between invidious and non-invidious conditions will be greater after strong than after mild-rejection. Subjects were 48 students who participated by twos to form a bridge group with two confederates. The results confirmed the first hypothesis but not the second.

177. Snyder, A.F., Mischel, W., and Lott, B.E. Value, Information, and Conformity. J. Pers., 1960, 28, 333-341.

Snyder, Mischel, and Lott define conformity as "a change in behavior, following information about the behavior of 'others,' so that the new behavior is similar to that of the 'others.'" (p.333) In this experiment designed to test the relative effects of value and information on conforming and non-conforming behavior, these experimentors attempted to influence students aesthetic preferences for two abstract paintings. After screening students to arrive at a group of subjects with LOW "art information," they again divided the group by high and low aesthetic value. (A pencil-paper aesthetic value inventory). These high and low aesthetic groups were then divided such that half of each group received a taped art information lecture. The test for conformity consisted of telling the students that art majors at the University of North Carolina and Cornell preferred one of the two (previously equally matched) abstract paintings, and test to see if their (S's) preferences changed from a pre-test of the paintings.

The two hypotheses of the experimenters were born out: conformity is inversely related to value; conformity is inversely related to information (as determined by whether or not the students had heard the taped lecture). Both of these variables were found to be significantly related to non-conformity. Surprisingly, there was no significant interaction found between these two variables. Snyder, et al point out that this may have been the result of their choosing the extreme high and low aesthetic groups, and having the dichotomy of an "informed" and "non-informed" group.

178. Staats, A.W. and Staats, C.K. Attitudes Established by Classical Conditioning. J. abnorm. soc. Psychol., 1958, 57, 37-40.

Staats and Staats report a study designed to "classically condition" attitudes of students. By means of pairing visual presentation of national names (Dutch, German, French, etc.) and proper names (CS) with auditory presentation of value words such as pretty, healthy, or ugly (US), they attempted to positively or negatively condition the names. The students were beginning college students (and supposedly not aware of this pairing). The results were significant. They used a seven point scale developed by Osgood and Suci with a continuum from pleasant to unpleasant.

179. Stauffer, Samuel A. "The Student-Problems Related to the Use of Academic Ability." Invitational Conference on the Academically Talented Secondary School Pupil, Wash. D.C., 1958, Nat'l. Educ. Assoc., The Identification of the Academically Talented Student in the American Secondary School. pp. 35-39.

"...the latest nation-wide survey of the Educational Testing Services shows,...nearly half of the high school seniors in the upper third of intelligence fail to go on to college....(p.35).

"Studies suggest that motivation of the potentially bright boy or girl depends very largely on the value system in the family and environment." (p.36) (School must assume parents' roles especially in working class neighborhoods. If no good grades in 7th and 8th grades, children seldom encouraged to go to college when from working class. Middle class parents howl.)

Studies of academically talented 8th grade pupils who aren't interested in college course fall in several categories, one category "...those who got off to a poor start in the primary grades, possibly with a reading difficulty, and who find nonschool contacts more rewarding than the classroom." (teachers and counselors may be too late to accomplish much). (pp. 37-38).

"A nation-wide survey shows that among seniors in the top 30% of ability, a third of the boys and nearly 1/2 of the girls were not at the time of the survey, in college preparatory courses." (p.38). (One in three boys went on to college. Girls: One in five, but they may still be a loss because insufficiently prepared.)

IMPLICATION: (1) need to identify from the 1st grade through high school, (2) need adequate clinical resources to deal with them and with their parents.

180. Steiner, I.D., and Johnson, H.H. Authoritarianism and Conformity. Sociometry, 1963, 26(1), 21-34.

This study investigates the conformity behaviors of authoritarian and nonauthoritarian subjects in three situations. When two accomplices were almost unanimous in the answers they gave to a series of questions, a positive correlation between conformity and the California F scale was obtained. In this situation the authoritarians, having been more often in agreement with the accomplices, showed less evidence of anxiety at the conclusions of the experimental session than did the non-authoritarians.

When two accomplices disagreed with one another a moderate number of times, authoritarian subjects were more inclined than were nonauthoritarian to conform equally to the two accomplices and to avoid an alliance with one at the expense of the other. Total conformity to the two accomplices was unrelated to F scores, and authoritarian and non-authoritarian subjects had equal anxiety.

When two accomplices disagreed with one another several times, the authoritarian subjects were more inclined than non-authoritarian subjects to reject one accomplice and to conform to one but not the other. Authoritarians recalled more disagreements between the accomplices at the conclusion of the experimental session. Under these conditions total conformity and anxiety were unrelated to authoritarianism.

The findings are interpreted to be consequences of the authoritarian's greater tendency to assign people to in-groups and out-groups, and to regard people as either thoroughly good or thoroughly bad.

181. Steiner, Ivan D., and Johnson, Homer H. Authoritarianism and 'Tolerance of Trait Inconsistency'. J. abnorm. soc. Psychol., 1963, 67(14), 388-391.

This experiment was designed in an attempt to obtain findings which more accurately represent the relationship between the California F Scale and intolerance of trait inconsistency than prior studies. Each subject was placed in a situation where he rated two co-workers, was given mildly derogatory information about one, and was asked to rate them again. It was found that those scoring high on the F scale, the "authoritarian" group, did not change their ratings the second time as the low F scale scorers tended to do. The authors interpret the findings to indicate that high F subjects are reluctant to believe good people posses a mixture of good and bad traits, while low F subjects find it easier to accept.

182. Stogdill, Ralph M., Goode, Omar S., and Day, David R. The Leader Behavior of United States Senators. J. Psychol., 1963, 56(1), 3-8.

The purpose of this study was "to provide meaningful descriptions of the leader behavior of outstanding political leaders." It was hypothesized that they would rank high in persuasiveness and representation of followers. Two copies of the Leader Behavior Description Questionnaire with a set of newly developed sub-scales were mailed to each senator with the request that they be filled out by people in his state who knew him well as a politician. The hypothesis was confirmed by the results which indicated that the elected political leader must play a continuously active role to maintain his position through persuasion, action, productivity, and tolerance.

183. Stotland, E., Katz, D., and Patchen, M. The Reduction of Prejudice Through the Arousal of Self-Insight. J. Pers., 1959, 27, 507-531.

This experiment consisted of first rating the subjects (285 white female college students) on degree of prejudice (a Negro and Jew stereotype measure, and attitude scale on segregation and discrimination and F-scale). The subjects were then given booklets containing material related to the development of anti-minority attitudes, and a case history of prejudice development which was designed to give subjects "self-insight," in this order.

The subjects were again tested, both immediately after the experimental session and four weeks later.

It was hypothesized that if change in prejudice occurred, it would show up later and not immediately following the experimental procedure (sleeper effect) as the changes were regarded to be the result of "internal restructuring." This hypothesis was born out experimentally. The discussion of these results is in terms of ego defenses, with some experimental support for this, as individuals high in "defensiveness" changed less than those low in defensiveness.

184. Stotland, E., and Patchem, M. Identification and Changes in Prejudice and in Authoritarianism. J. abnorm. soc. Psychol., 1961, 62, 265-274.

Using 85 undergraduate female students in an Introduction to Psychology program, Stotland and Patchen report this study designed to test the effects of identification on prejudice. The subjects were first rated on the F-scale and a measure of anti-Negro prejudice. Four weeks later each subject was given a case history of a prejudiced person to read, half of the subjects being given a case history which was similar to their own (high identification) and the other half given ones low in similarity. Three weeks later was a readministration of the F-scale and anti-Negro prejudice scales.

"It was found that those low in prejudice at the first administration became more prejudiced but only if they were told the case history was about someone like themselves....These results were interpreted in terms of the social support for supressed "wrong" feelings and in terms of the pressures to achieve cognitive consistency in one's self-concept." (p.273-274)

Subjects who were initially high in prejudice did not alter their position after experimental treatment.

185. Stotland, E., and Hillmer, M.L.,Jr., Identification, Authoritarian Defensiveness, and Self-Esteem. J. abnorm. soc. Psychol., 1962, 64, 334-342.

One of the major purposes of the present study was to determine whether an individual will identify with another person even when the first similar attribute (FSA) is a purely arbitrary one. After performing a task, subjects read about someone else who had done it, and opposite task, or no task. Half of the subjects in each condition were then told that the person they read about had been good at clerical tasks, and the other half was told he was bad at it. Each subject was then given a clerical task after being asked to pre-rate his performance. Subjects low in self-esteem or authoritarian defensiveness were especially prone to pre-rate their performance by the model they had read about, especially if the original task was the same for subjects and the model. When the model's original task was opposite their own, subjects evaluated their own performance less favorably when the model was good than bad. Pre-rating was not affected where no information was given regarding model's task, but level of interest in the tasks themselves seemed to have some effect.

186. Striker, Lawrence J. Acquiescence and Social Desirability Response Styles Item Characteristics, and Conformity. Psychol.Rep., 1963,12,319-341.

The author hypothesized that acquiesence and social desirability as response styles were related to conformity and in this study investigated the implications of such a view. Subjects were tested for these two traits on a questionnaire that included both hard and easy-to-read, extreme and moderate personality and attitude items. The results indicated: more acquiescent responses were made to hard than easy to read and to moderate than extreme personality attitude items; more socially desirable responses were made to hard than easy to read personality items; the two response styles were uncorrelated. It was felt the results were not in keeping with the hypothesis. The author suggests this may be due to the experimental design.

187. Summons, Donald C. Protest Humor: Folkloristic Reaction to Prejudice. Amer. J. Psychiatry, 1963, 120, 567-70.

In this paper, the author discusses the "protest tale" as an outlet for suppressed aggression. "These stories, usually by means of sarcasm, humor or parody of a prejudice's absurdity, primarily function to preserve the ego identity of minority group members compelled to suffer attacks on their group image through repeated contact with the majority group's unflattering stereotypes." The "protest" tale is broken down into various types and several examples of each are given.

188. Surger, J.E., Radloff, L. S., Wark, P.M. Renegades, Heretics, and Changes in Sentiment. Sociometry, 1963, 26, 178-189.

Caser, following Semmel has advanced some propositions about changes in sentiment attached to various roles in a social conflict situation. In conflict situations, it was postulated that while liking of own group members would increase and liking of other group members decrease, liking for a renegade would be less than for an other-group member and liking of the heretic would be least of all.

39 Subjects were tested in an experiment analogue of a conflict situation and it was found that changes in liking were as predicted for own group members, other group members, and the renegade. However, sentiments toward the heretic were more favorable than predicted. Two suggestions about the discrepancy were given. One explanation is that there are certain ambiguous aspects of the heretic role; the other is that at different levels of importance or intensity or conflict, the data would support the theory.

189. Taber, Robert C. The Critical Dilemma of the School Dropout. Amer. J. Orthopsychiat., 1963, 33, 501-8.

A plea is made for vigorous public support to provide additional funds for our schools to enhance the school system's over-all program and increase its special services, and also for community share in providing work opportunities for those youths with limited interests, abilities, and academic motivation. Philadelphia has worked out an approach that includes a school-work program, the occupational practice shop, an approach to the improvement of education of children of limited background, and a reading clinic. (Psychol. Abstr.).

190. Thibaut, J.W., and Strickland, L.H. Psychological Set and Social Conformity. *J. Pers.*, 1956, *25*, 115-129.

The hypothesis was formulated and confirmed that "as the amount of pressure to conform increases, the proportion of group members whose judgments change to conformity will increase in 'group set' and will decrease in 'task set.'" (p.128).

Pressure variable was the degree of confidence stated by "opposers." The task was the judgment of aesthetic preference. One group was merely given a task ("task set"). The other group was given the task, but attempt was made to induce "group set." ("Your group is competing with others", etc.).

191. Thistlethwaite, Donald. Attitude and Structure as Factors in the Distortion of Reasoning. *J. abnorm. soc. Psychol.*, 1950, *45*, 442-58.

Judgments of the validity of neutral and emotional arguments were obtained from 559 college students from seven universities in the North, South, and West. Analysis of the co-variance of errors on neutral items and of distortion scores indicates that the hypothesis that attitudes and beliefs are determinants of reasoning cannot be rejected.

There appears to be a linear relationship between the degree of relative distortion and changes in the degree and direction of the structure of the forms of inference. (As the structure of the form becomes increasingly compatible with prejudiced responses, the degree of relative distortion increases.)

The greatest degree of relative distortion did not occur on the most ambiguous structures, but rather on those structures most consonant with the relevant attitudes and beliefs of the subjects.

192. Toch, H. and Cantril, H. A Preliminary Inquiry Into the Learning of Values. *J. educ. Psychol.*, 1957, *48*, 145-156.

Toch and Cantril report three preliminary experiments for studies in learning of values.

(1) 12 College students placed in "bare, soundproof room" and told to occupy their minds with whatever they liked for fifteen minutes. From analysis of the students reports on thoughts the experimenters conclude: "Given silence and solitude, most of us tend to continue concerning ourselves with purely 'how to do' matters. Value inquiry seems usually to be aroused only in crisis situations." (p.147).

(2) Four groups of four male college students. Stimulus situation was essentially the task of having to put yourself in the position of having only six weeks left to live - what would you do? One group had separate administration, another group had group administration with no talking, a third group had group administration with discussion, and the fourth group (control) played with puzzles.

Analysis was in terms of subjects reaction to the task: "fun-hard" "satisfying-annoying" and "worthwhile-pointless." The "six weeks to live" groups all reported "considerably more satisfying and worthwhile. Individual and Group with discussion found the task more satisfying and worthwhile than "no talk group."

(3) 50 Subjects, 25 experimental and 25 controls. The task for the experimental group consisted of mulling over and taking notes to "seven quotations chosen because they appeared potentially conducive to inquiry into deficiencies or shortcomings in current behavior patterns."

Evaluation of learning from task consisted of having subjects imagine that it was the 1st of January and make out a list of New Years resolutions. Results: twice as many "self improvement" resolutions from experimental group.

193. Torrance, E.P. and Mason, R. Instructor Effort to Influence and Experimental Evaluation of Six Approaches. J. Educ. Psychol., 1958, 49,211-218.

Torrance and Mason report this study of the effects of differential techniques used by Air Force instructors on influencing trainees attitudes toward emergency rations. The six experimental groups were: (1) no influence; (2) good example; (3) information; (4) group explanation; (5) individual explanation; (6) evaluation (coercive grading). Only number six was lower than the control group - "usual techniques" - on a "rejection index". However, numbers three and six were both higher than control on rations consumed.

194. Tumin, M.M., Barton, P. and Burrus, B. Education, Prejudice and Discrimination: A Study in Readiness for Desegregation. Amer. sociol. Rev.,1958, 23, 41-49.

"Briefly, the findings indicate that the more exposed to the schools the less is the willingness of the respondent to take drastic action to prevent desegregation or interfere with legal mandates. The differences between the less and the better educated are not very great in their images of the Negro or their sentiments about contact and relationships with him. But the differences grow unquestionably significant when courses of action are involved....Samples consisted of white members of the labor force in Guilford County, North Carolina."

This report was developed at length in Tumin's book, "Desegregation: Resistence and Readiness" (Princeton University Press, 1958).

195. Turk, Herman. Norms, Persons, and Sentiments. Sociometry, 1963, 26, 163-177.

Norms which prohibit sentiment and a broad personal disposition to observe norms in presenting the self can prevent reciprocity in the enjoyment of a dyadic relationship which its members express to one another. Where both members express such enjoyment to a legitimate outside recipient of sentiment, and where reciprocity has not occurred within the dyad, what is said by the one member bears no relation to what is said by the other. In such a case, however, each member will attribute enjoyment to the other on the basis of his expressed enjoyment, thereby conforming to the norm of reciprocity. The MMPI was used to classify student nurses as being high or low in presentational conformity. Members of student-physician-student - nurse dyads containing the former reflected less reciprocity than did members of dyads which contained the latter.

196. US 370.973 U58c. "Why Do Boys and Girls Drop Out of School and What Can We Do About It?" Report of Representatives of School Systems in Cities of More Than 200,000 population. Circular #269. U.S. Government Printing Office, Washington 1950. **Biblio.

Preponderant reasons for leaving school were related to school. Regardless of verbal reason more serious and fundamental conditions are basic. Children often took decision without consultation with anyone. They felt they couldn't talk to anyone in school...no one cared. Need: personal interest of teachers.

C.A. Christopher (Columbus, Ohio). Of 2058 in grade 1: 876 graduated from high school; 643 dropped between grades 1 - 12. (Remainder moved or unaccounted)

COMPARISON OF 876 GRADUATES:	643 DROP-OUTS
23% failed in 1st grade	99.2 had failed in 1st grade
458 grade failures	1878 grade failures in 1st six years of school
16 not active in extra curric. in grades 1-6; 419 active	16 active in extra curric., grades 1-6; 230 not participate in any (this last implies they have never tasted success--so quit trying.)

Robert C. Taber (Philadelphia, Pa.) canvassed 43 secondary school principals, counselors, employment supervisors for reason for early school leaving.

(1) Lack of Interest; (2) frustration of pupil; (3) adolescence; (4) financial.

John R. Ludington: "How can we hold more youngsters in school by individualizing or humanizing our practices?"

197. Van Atta, Lester C. Arms Control: Human Control. Amer. Psychologist, 1963, 18(1), 37-46.

This paper is the text of an address presented to the APA, St. Louis in September, 1962. In it, the speaker describes the arms race as one built on weapon development used for the psychological effect of deterrence. But he feels that this is to make the assumption that such "psychological effect" is deterrent in nature, when it may in fact be provoking tension to the point of actually bringing about war. He discusses the effect of public opinion on weapons development. It is in these areas that arms control is the psychologist's job and not the weapons expert's.

198. Verba, Sidney. Small Groups and Political Behavior: A Study of Leadership. Univer. Press, 1961.

Findings from small group studies are brought together and examined to specify key variables affecting political behavior at both the individual and group levels. Primary group contacts and leadership processes are given special attention. (Psychol. Abstr.).

199. Wagman, Morton. Attitude Change and Authoritarian Personality. J. Psychol., 1955, 40, 3-24.

The main purpose was to see if an individual with an authoritarian personality structure would modify under pressure from persons occupying positions of high potential. 160 students in 3 classes of introductory psychology were given an attitude test; two weeks later retested. In the week between, the instructor (not the experimenter) conducted class discussions aimed to produce attitude change. Conclusions: For relatively authoritarian personalities, attitudes of racial prejudice seem most modifiable in either an accentuated or diminished direction under an authoritarian suggestion method. A non-authoritarian information method, while effective for non-authoritarian subjects tends to boomerang for relatively authoritarian subjects.

200. Walsh, Ann Marie. Self-Concepts of Bright Boys With Learning Difficulties. Bureau of Publications, New York, Teachers College, Columbia, 1956.

2 Groups of 20 boys matched as to sex, race, nationality, age, grade and socio-economic status. Differentiated in academic achievement. 2nd, 3rd, 4th, 5th grades in prosperous, middle-class suburb. I.Q.: 120-146, Mean I.Q. for low achievers: 130.50; Mean I.Q. for adequate achievers: 130.35. Low Achievers: lowest quartile of class
Adequate Achievers: upper half of class.
LOW: hayfever, asthma, fatigue
ADEQUATE: infections, accidents.
No serious emotional/behavior disorder included.
PROCEDURE: Driscoll Playkit. Verbally and via manipulation of dolls each S finish 10 incomplete story. Compare 2 groups. Analyze accordingly to 5 categories corresponding to hypothesis.
HYPOTHESIS: Low less than high in depicting boy doll as (1) free to pursue own interests; (2) free to express his emotions; (3) accepted as a member of his family; (4) adequate in responsibility to environmental stimulation; (5) able to identify with male role.
HYPOTHESIS: "...low achievers are handicapped by their view of themselves as inadequate, weak, and even worthless."
RESULTS: "...a significant difference between groups on first four categories. The low achievers consistently differed from the adequate achievers in portraying the boy doll as restricted in action; unable to express his feelings appropriately and adequately; being criticized, rejected, or isolated; and acting defensively, through compliance, evasion, or negativism. No difference on hypothesis 5.
IMPLICATIONS: "...support to the theories regarding the importance of the self-concept in learning difficulties. (p.44).

"From a preventive point of view, the importance of early home and school experiences cannot be overemphasized." (Satisfying experience in exploring world and acceptance as persons; learn to express emotions appropriately, see life as satisfying rather than threatening and bring a healthy attitude to their first academic learning.) (p.45).
REMEDIAL MEASURES: Child sees himself as he is seen by the "significant" people in his life. Ma and Pa. Then the teacher...if she is to help him from his distorted picture of himself, must be "significant" to him--

satisfying relationship. "She must be able to see the child as a more adequate person than others have seen him before." Encourage exploration...recognizing defenses. Encouraging emotional expressions.

201. Webster, S.W. The Influence of Interracial Contact on Social Acceptance In a Newly Integrated School. J. educ. Psychol., 1961, 52, 292-296.

Webster reports a study designed to test the "contact" hypothesis for reduction of racial prejudice. Using a nine item pencil-paper inventory. Webster used the test-retest design to measure interracial "social acceptance" in a junior high school setting. The students had previously come from segregated schools and due to district boundary changes the junior high school was racially mixed. After six months of "mixing," Webster remeasured interracial acceptance and found that acceptance had increased significantly for Negroes and decreased significantly for whites.

Unfortunately, Webster did not have pre and post scores for a control group (an all white school). (He reports only post scores--other studies have reported increases in ethnocentrism of teenagers, even without contact, as age increases. A comparison of the amounts of increases might have been more meaningful.)

Some indication of the validity of Webster's measure of social acceptance is revealed in the significant (.01) correlation between this measure and the students "out-group friendships" as determined by a "brief sociometric questionnaire."

202. Weiss, Robert Frank. Persuasion and the Acquisition of Attitudes: Models From Conditioning and Selective Learning. Psychol. Rep., 1962, (11(3), 709-732.

In this paper, the author attempts to develop a theory of the effects of certain persuasion variables upon the learning and motivation of attitudes. He divides his study into two parts: the first dealing with instrumental learning of attitudes, and the second with classical conditioning of attitudes. Systematic analogies were drawn between the independent variables of learning research and such persuasion variables as source credibility, delay of argument, and role-playing. These persuasion variables were shown to be related to Hullian intervening variables,speed of agreement, and forced-choice behavior. Three experiments demonstrated predictions from the theory.

203. Weiss, Robert Frank, Rawson, Harve E., and Pasamanich, Benjamin. Argument Strength, Delay of Argument, and Anxiety in the Conditioning and Selective Learning of Attitudes. J. abnorm. soc. Psychol., 1963, 67, 157-65.

Attitude learning through persuasive communication was studied in two experimental situations regarded as being analogous to instrumental conditioning and selective learning respectively. The communications which the originally neutral subjects read aloud, included a statement of opinion to be learned followed by some supporting information (the argument) which did not repeat the opinion statement. Experiment I

(2+2 factorial N=363) results were: speed (1/latency) of agreement with a statement of the opinion was an increasing function of argument strength and drive (MA Scale), with argument strength and anxiety combining additively to determine speed of agreement. In Experiment III two separate and unrelated opinions were persuaded for each subject (N=48), and subjects were then required to choose between the two opinions in a simultaneous presentation situation. The subjects learned to choose the opinion which was persuaded with the shorter delay of argument (time between opinion statement and argument) and this tendency was inversely related to drive. The results were predicted by a theory of persuasion based on analogies with learning research and Hullian learning theory.

204. Wells, William D., Weinert, Goy, Rubel, Marilyn. Conformity Pressure and Authoritarian Personality. J. Psychol., 1956, 42, 133-136.

This experiment was designed to test the hypothesis that those who yield to conformity pressure are likely to be more authoritarian than those who do not.

The notion that those who yield to conformity pressure should be more authoritarian than those who resist it is the product of two converging lines of research. The present study provides further evidence that the effect of conformity pressure depends upon personality variables measured by the California F scale. The dynamics of this relationship are still unclear, and further research is needed to show which characteristics of the authoritarian-syndrome tend to generate such strong conformity needs.

A comparison of the F scale scores of those subjects who yielded to conformity pressure and those who did not showed that the yielders were significantly more authoritarian than the non-yielders.

205. White, R. and Lippitt, R. Autocracy and Democracy, Harper Brothers, New York, 1960.

The book presents and discusses two experiments in which adult leaders of clubs of children behaved in three different ways, called autocratic, democratic, and laissez-faire. Autocracy here implies a high degree of control by the leader without much freedom by the members of participation by them in group decisions, while both democracy and laissez-faire imply a low degree of control by the leader. Democracy is distinguished from laissez-faire, however, by the fact that in it the leader is very active in stimulating the group's discussions and decisions, while in laissez-faire, he plays a passive, hands-off role. Those two experiments were done under the direction of the late Kurt Lewin.

206. Wieder, G. Group Procedures Modifying Attitudes of Prejudice in the College Classroom. J. educ. Psychol., 1954, 45, 332-344.

Wieder reports this study of the comparison of two psychology classes--one (control) employing the "traditional lecture-discussion method" and the other (experimental) utilizing the "group therapy-psychodramatic" technique. Significant differences were found on pre-and post-tests for the experimental group, but not for the contral group. The tests used were: California E and F scales, sub-scales I and II of the Index of Self Adjustment (I is self-concept, II is self-acceptance).

Item analysis of E and F scales "revealed that the most significantly affected scale clusters were the conventionality and the authoritarian-agression items." (p.342).

207. Willis, Richard H. Two Dimensions of Conformity - Nonconformity. Sociometry, 1963, 26, 499-513.

A two-dimensional model of social response is advocated over the customary unidimensional one, the two dimensions of response being independence and net conformity. An experimental technique is described whereby dyadic social responses can be decomposed into two components corresponding to these dimensions. The logic underlying the measure of independence and net conformity is explicated. An experimental illustration is provided which yielded results not accommodated by a unidimensional model. An incidental finding is that degree of liking for partner had no effect on extent of dependence upon partner's judgments. Varients of the technique are given.

208. Wilson, W. Cody. Development of Ethnic Attitudes in Adolescence. Child Development, 1963, 34, 247-56.

The purpose of this study was to test the generalizations derived from existing literature in the areas of learning of specific responses, the perceiving of and conforming to societal norms, and the organizing and integrating of these. Two questionnaires were administered to 39 secondary school boys, each of which contained the following scales: Opinion of (1) Negroes; (2) Jews: (3) Southerners; (4) Behavior toward Negroes; and (5) Negro Social Distance. The findings indicated that attitudes toward Negroes and Jews become stable in late childhood and early adolescence, toward Southerners later, the variance in both cases decreasing with age in adolescence. It was also found that opinion of Jews and Negroes increased in consistency from age 13 to 18. No increase in consistency of the other three scales was noted however.

209. Wispe, Lauren G. Evaluation of Section Teaching Methods in the Introductory Course. J. Educ. Res., 1951, 45(3).

This study limited itself to the investigation of two styles of teaching, operationally defined as "directive," and "permissive." It confined itself to consideration of the following three questions:

(1) What are the general effects of directive and permissive teaching?
    (a) Includes the relationship of performance on the final exam to directive and permissive teaching, the students' preferences in regard to teaching methods, their behavior in two kinds of sections.
(2) What are the reactions of different kinds of students to the directive and permissive teaching methods?
(3) What are the most important variables for analyzing the students' performances on the objective part of the final exam? How well do they predict?

SUMMARY:

(1) The permissive section had more interest, humor, student-participation, student-instructor interaction, and commending; while the directive sections offered more course-relevant information formally presented.

(2) The directive sections were preferred by most of the students because they were clearly defined, and for their presumed value in preparing for examinations; although the permissive sections were enjoyed more.

(3) The two groups showed no significant differences on the objective final when taken as a whole, but when the two teaching methods were analyzed for their effects on the "better students" and the "poorer students" it was demonstrated that the directive sections were more beneficial to the poorer students.

SUPPLEMENTARY TECHNIQUES USED: (1) TAT; (2) Sentence Completion Test; (3) Questionnaire.

210. Zeligs, Rose. The Meaning of Democracy to Sixth-grade Children. J. genet. Psychol., 1950, 76, 263-281.

The author writes that education for democracy, like character education, should be a part of the daily learning and living of children. It should permeate all their activities and relationships. The teacher must constantly be on the alert to see that children really learn what democracy means and to build up enriched experiences which make its meaning more vivid and real.

Four 6th grade classes of a suburban school were asked a number of questions about democracy. The children wrote their answers in the classroom, immediately, without consulting with anyone. The first question was "What does American democracy mean to you?"

The subjects concluded that American democracy stands for freedom and equality, human rights for all peoples, freedom of religion, press, and speech. Most of the children are at ease with most of their teachers. Their teachers are their friends and give them opportunities to discuss and express their ideas and feelings. They believe that in their school democracy is practiced in relation with their teacher and the children.

211. Ziller, Robert C. The Newcomer's Acceptance in Open and Closed Groups. Personnel Admin., 1962 25(5), 24-31.

In an experiment using job newcomers, the author found that in an environment where change was the accepted course, the members communicated more often with the newcomers than they did when the environment was relatively stable. Also, in groups with a history of failure, the newcomer's ideas were more likely to be listened to than in groups with a history of success. The implications for group survival seem to be that the successful, stable group will become less so as it resists and rejects ideas from outside it.

212. Ziller, Robert C. Leader Assumed Dissimilarity as a Measure of Prejudicial Cognitive Style. A. appl. Psychol., 1963, 47(5), 339-342.

In a series of studies Fiedler concluded that leaders who maintain a greater psychological distance between themselves and the group members are more effective in promoting group productivity. Statistical and sampling shortcomings of these studies led to the present study involving 43 infantry teams in training. The leaders of high teams as compared to low teams (as rated by their commanding officers) evaluated a least and most preferred co-worker on a series of dyadic adjective scales. Leaders of high rated teams evaluated the low reference person higher ($P < .55$) and used the lowest evaluation point less frequently when describing the least preferred co-worker ($P < .05$).

The results suggest that under conditions where the leader is not an agent of selection, leaders of more successful teams are less severe in their evaluations of members with lower achievement potential.